



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | STE'S SINHGAD COLLEGE OF ARCHITECTURE, VADGAON (BK) PUNE. |
| • Name of the Head of the institution | DR. BANANI BANERJEE |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02024351439 |
| • Mobile no | 7391076408 |
| • Registered e-mail | principal.scoa@sinhgad.edu |
| • Alternate e-mail | scoa@sinhgad.edu |
| • Address | S.No 44/1,Vadgaon BK,Off Sinhgad Road |
| • City/Town | PUNE |
| • State/UT | Maharashtra |
| • Pin Code | 411041 |
| 2.Institutional status | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Rural |

| | | | | | |
|--|---|----------------|-----------------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the Affiliating University | Savitribai Phule Pune University | | | | |
| • Name of the IQAC Coordinator | Ar. Priyanka Chavan | | | | |
| • Phone No. | 02024351439 | | | | |
| • Alternate phone No. | 9921136104 | | | | |
| • Mobile | 9975706561 | | | | |
| • IQAC e-mail address | priyankachavan.scoa@sinhgad.edu | | | | |
| • Alternate Email address | scoa@sinhgad.edu | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://drive.google.com/file/d/1RD10bXEKscBpkeBZ9YAEgh1xq2EN07ET/view | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | http://cms.sinhgad.edu/architecture-scoa/scoa/post-accreditation-naac/academic-year-20-21/academic-calender.aspx | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B | 2.43 | 2018 | 02/11/2018 | 02/11/2023 |
| 6.Date of Establishment of IQAC | | | 07/09/2017 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| Nil | - | - | - | 0 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of | | | View File | | |

| | | |
|---|------------------|--|
| IQAC | | |
| 9.No. of IQAC meetings held during the year | 2 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| Making library digital, helped students to reach the knowledge bank in the pandemic situation. | | |
| E-content are made available on website for students, helping to bridge the gap in caused due to technical hurdles. | | |
| Value added/ Add-On course initiated to upraise quality enhancement and increase employability in students. | | |
| Virtual Study tour reports and the annual publication Shodh Sankalp containing best researches of the students, were published. | | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | | |
| | | |

| | |
|--|---|
| Plan of Action | Achievements/Outcomes |
| Added a step towards inculcating employability in students | Add-on courses dealing with origami in architecture, architecture portfolio making and vertical landscape were conducted. |
| Documentation and archiving | Virtual study tour report published, E-content and Students best work published on website and is open for reference |
| 13. Whether the AQAR was placed before statutory body? | Yes |
| <ul style="list-style-type: none"> Name of the statutory body | |
| Name | Date of meeting(s) |
| College Development Committee | 16/07/2021 |
| 14. Whether institutional data submitted to AISHE | |
| Year | Date of Submission |
| 2020 | 13/01/2020 |

Extended Profile

1. Programme

1.1 3

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2. Student

2.1 781

Number of students during the year

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.2

341

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3

178

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

3.1

67

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2

67

Number of sanctioned posts during the year

| Extended Profile | |
|---|---------------------------|
| 1.Programme | |
| 1.1 Number of courses offered by the institution across all programs during the year | 3 |
| File Description | Documents |
| Data Template | View File |
| 2.Student | |
| 2.1 Number of students during the year | 781 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 341 |
| File Description | Documents |
| Data Template | View File |
| 2.3 Number of outgoing/ final year students during the year | 178 |
| File Description | Documents |
| Data Template | View File |
| 3.Academic | |
| 3.1 Number of full time teachers during the year | 67 |
| File Description | Documents |
| Data Template | View File |

| | |
|--|----|
| 3.2 | 67 |
| Number of sanctioned posts during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|-------|
| 4.Institution | |
| 4.1 | 29 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 69.04 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 154 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution ensures to set benchmark in curriculum delivery, focusing on quality-centric enhancement including teaching-learning in a planned system maintaining all records stage wise. The initiatives included are:

- B. Arch. Department is divided into four divisions with equal strength of students and faculty with Five-tier curriculum delivery system composed of the Principal, Head of Department (HOD), Division Coordinators, Year and Subject Coordinators and four tiered postgraduate departments.
- Teaching strategy focuses on distribution of teaching load to the faculty as per their expertise, experience and preferences. The teaching approach which is based on three components like theoretical base, demonstration projects and topical research for most of the subjects.

- The subject teachers make detailed Session Plan for entire semester and Lesson Plan for each assignment, keep attendance records, conduct juries, arrange co-curricular activities as workshops, site visits, guest/expert lectures for interactive, innovative and experiential curriculum delivery to enhance teaching.
- The documentation is carried out simultaneously for syllabus completion, academic performances and attendance records at the end of each semester. Selected Academic and cocurricular works are documented and preserved digitally and are exhibited in college.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |
| Link for Additional information | Nil |

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

SCOA adheres to the Academic Calendar prepared by SPPU for dates of commencement and conclusion of each term and schedule for theory and sessional examinations.

- A comprehensive Teaching schedule of each class is prepared based on the same considering events, co-curricular, extra-curricular activity period, mid-term juries, prefinal and final submission dates of all subjects, holidays and examination dates for in-Sem, end-Sem and submissions to avoid the overlaps.
- Each semester is divided with four quarters of one month duration for periodic continuous evaluation to achieve progressive assessment of students' academic works and attendance, teaching completion status and simultaneous quality enhancement throughout the semester.
- Progressive reports are made digitally of each quarter and sent to the parents and discussed during Teachers-Parents (PTA) meeting. Feedbacks are considered for improvement of performance
- Remedial classes are conducted for the students who are lagging behind in the submission and understanding and Mentor-mentee system of each class keep the records of the same.

- In-Sem and end Sem examinations as mandated by SPPU, periodic practice test and viva, juries are conducted, question banks are given in each term for quality enhancement of performances under faculty guidance.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |
| Link for Additional information | Nil |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

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

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

12

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

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

3

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

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

157

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

Architecture as a course covers a wide spectrum of knowledge; from art and science of building to the coherent relation with the occupants and the society. The course delivers a broad range of subjects offering technical knowledge to Human Values, Environment and Sustainability, and professional ethics as:

- History of Architecture, taught in initial three years of the course, talks about study of humanity and architectural development with reference to time space and people. It focuses on linkage between architecture and socio-cultural context from the ancient civilization.

- Climatology, Environmental Science subjects address sustainable approach towards architectural design. Study of climatology enables students to understand climate responsive sustainable design strategy and concept of energy efficient traditional and advanced systems.

- Professional Practice acquaints student about the role and status of an architect in the society, and understand the duties, liabilities and ethics as a sensible and responsible professional.

In Architectural Design, knowledge of all subjects gets culminated to manifest the best for the human and environment.

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

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

783

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Institutional Data in Prescribed Format | View File |

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

178

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

| | |
|--|---------------------|
| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | A. All of the above |
|--|---------------------|

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | http://cms.sinhgad.edu/architecture-scoa/scoa/post-accreditation-naac/academic-year-20-21/feedback-responses.aspx |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | No File Uploaded |

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

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

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | No File Uploaded |
| URL for feedback report | http://cms.sinhgad.edu/architecture-scoa/scoa/post-accreditation-naac/academic-year-20-21/feedback-responses.aspx |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

194

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

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

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

79

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

Due to COVID-19 pandemic situation, online teaching-learning is conducted from March 2020. The identification of the advanced and slow learners is made through progressive review of academic performances and attendance (overall and subject wise) of the students.

- For slow learners, faculty conducts remedial extra lectures and studios to complete academic works and upgrade quality. PTA meetings, during the start and end of the term, are conducted. Mentors of each class are assigned for every 20 students, conducts counseling sessions attempting to resolve the difficulties.

For advanced learners, institute encourages students to nominate in local, national and international design competitions, quiz, value-added courses, workshops, and publish research papers in Shodhsankalp (SCOA annual publication). The best academic works are exhibited in college permanent gallery and uploaded in online exhibition pages in the college website. Students with good academic and attendance records are selected for various portfolio coordinators of Susamwad committee of the college for various co & extra-curricular activities

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

| | |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 781 | 67 |

| | |
|----------------------------|---------------------------|
| File Description | Documents |
| Any additional information | View File |

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

The teaching-learning methods of the institution follows student-centric approach and updated for the online system as:

- Experiential learning is achieved through the subjects like Design, Building materials and construction, etc. Methods as case studies to understand the design and planning of a particular project, virtual site tours and videos to understand working and construction technology, material use are carried out by the faculty. Site sensitive design to understand natural, social and cultural environment is introducing progressively bigger scale projects and complexities from first to fifth year of B. Arch. Settlement study of a village in first year helps to understand lifestyle and construction techniques with respect to its site and surroundings. In second year, single functional building which cater to contemporary architectural design elements. In third year, campus planning and design is introduced. In Fourth year, housing and multi-functional building complex in urban context address current trends and technology. In Fifth year, students culminate all learning in individual design project (Thesis).
- Participated Learning includes market survey, team work assignments and quiz which were conducted virtually.

Problem solving methodology is relevant for the main subject of architectural design of each year and for research subjects

| | |
|-----------------------------------|---------------------------|
| File Description | Documents |
| Upload any additional information | View File |
| Link for additional information | Nil |

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

Architecture teaching requires touse visuals and making of CAD drawings. SCOA has adopted various innovative system of e-learning by using advanced audio visual system during online teaching-learning during pandemic in order to provide opportunities to learn like taught in offline mode.

- Physical infrastructure available in the college as LCD Projectors and screens in lecture rooms are used by faculty to conduct online class lectures
- Applications and software: AutoCad, Revit, Sketchup available in Computer lab for everyone to use for drafting and demonstration
- Making of PPT for teaching and word files and excel files referring Google map, YouTube etc. in individual Desktop provided by the college
- Online teaching platform: Microsoft Teams, Google meet and Zoom are commonly used platform for teaching subjects in online mode. Teachers also use various online tools like- whiteboard and Jamboard in Google meet.
- Google Classrooms: sessional assignments, insem exams, mock/practice test links and tutorial collected from students as college provides these platforms
- Google Forms: To carry mock/practice test exams, Insem exams, surveys.
- Whatsapp, email for circulation of notices etc

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

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

2.3.3.1 - Number of mentors

42

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

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

67

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |

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

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

1

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

230

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

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

- For Progressive Internal Assessment, Quarterly meetings are conducted in each month of the semester. The evaluation is carried out based on Academic performances of assignment and Jury sessional subjects, mock test for theory subject & mock viva for practical subjects as per session plans. Daily attendance is taken for all subjects.
- Transparency: monthly / quarter report Google sheet shared with students and parents, through WhatsAppgroup for each class. Robust method is ensured by keeping meticulous records and findings, lacunae of teaching are found out from progressive quarter review, where slow learners are identified. Remedial measures, extra classes and practice test are conducted accordingly and mentors coordinate. Faculties always connect with the students through Google meet and Google classroom to solve queries and issues.
- Regular feedback from parents and students are taken by the faculty and suggestions are incorporated.

| File Description | Documents |
|---------------------------------|------------------|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

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

Internal examination: online Insem of SPPU at college level on 30% of total marks of Theory subjects is conducted in each term in 6th to 8th Week of the semester using assignments in form of tutorial for 20 marks and questions in MCQ pattern in google form for 10 marks. Googlemeet classrooms are created for sharing with students

for uploading within a time limit.

Network problems faced by the students during exams, which were instantly resolved by staff by resending mail by students. So, students facing connectivity issues, special exams were conducted for such students if required. Practice tests were conducted for all Insem subjects to avoid such problems and exam department resolved all grievances regarding internal examination.

| File Description | Documents |
|---------------------------------|------------------|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

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.

SCOA follows the syllabus curriculum of SPPU as an affiliated college. The Course Outcomes are formulated by SCOA as guidelines for achieving the intent of syllabus and the mission and vision of the institute.

- Faculty prepares teaching schedule of each subject in the beginning of each term, which includes comprehensive Session plan for full syllabus and Lesson plans for each assignment as per COs. Lesson plans detail out objectives, teaching methods to be applied as lecture, case study, jury, site visit (virtual), etc. as well as expected outcome, date of submission and assessment strategies. As most of the assignments are for sessional works, stage-wise assessments are considered. Average assessment marks indicate the attainment of COs progressively.

The faculty aims to fulfill each CO of each subject and identify the attainment gaps through progressive and end-term performances of the students and attempt to reduce gaps and enhance attainment. The Question papers for Insem are formulated in alignment of COs by the faculty of SCOA. The question papers for end-term are formulated by the SPPU, and average marks obtained in assessments for Insem and Endsem indicate the CO attainment

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | Nil |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

There are twelve POs set by SCOA which Architecture Graduates will be able to equipped with asArchitecture (domain) knowledge, Problem analysis, Design/development of solutions, Conduct investigations of complex problems, Modern tool usage, The architect and society, Environment and sustainability, Ethics, Individual and team work, Communication, Project management and finance, and Life-long learning. As the syllabus and content of each subject formulated by the SPPU, SCOA makes attempt to achieve POs. PSOs and COs attainments through direct and indirect methods.

Direct methods like, planned teaching-learning and assessment system for each subject in alignment with POs and COs. A continuous improvement of attainment is in each academic year is implemented for better academic results of the students and in teaching methods. Indirect methods like, students satisfactory survey (Feedback), feedback of all stakeholders as teachers, parents, alumni, employers are also taken through online mode and suggestions are considered

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | Nil |

2.6.3 - Pass percentage of Students during the year

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

144

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | https://drive.google.com/file/d/1NMYff-MPbPIDXfbZ4qUd_59ukNbvuv6m/view |

2.7 - Student Satisfaction Survey

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

https://drive.google.com/file/d/19T7AsMTYxrogVlKzCi90NpuEuFab_qyk/view

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

7.2

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

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

32

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

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

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

2

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | http://bcud.unipune.ac.in/Template Aspire/ |

3.2 - Innovation Ecosystem

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

As an architectural institute, SCOA has established a research cell to promote research under the guidance of senior and competent faculty. The knowledge sharing environment in the institute includes workshops and collaborative studio conducted by the specialized post-graduation departments on architectural conservation and computer digital applications. The phd department for doctoral study also is trying to take initiatives for conducting research methodology workshops. Publication of research work of students at college level 'Shodh-Sankalp' journal is been carried out annually. The ecosystem for knowledge creation and exchange within the peer has been given utmost importance for ongoing online teaching-learning. All faculty members presented their method of teaching and thus enlightening and transferring experiences to others about exploration of the vast field. National level conferences are organized in alternative years, where faculty and students from all over the country participate and present their researches, boosting the interaction with the

fraternity. The virtual study tours are carried out as initiative for creating and transferring information to the students and to demonstrate architectural design in various socio-cultural context.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

5

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

5

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://sites.google.com/sinhgad.edu/scoa-library/research-assistance?authuser=0 |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | No File Uploaded |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

2

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year**

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

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

This year, SCOA organized and monitored activities for contributing society at the time of pandemic situation in order to become a sensible and responsible citizen. There were two types of activities where students were directly or indirectly involved as for Social and environmental issues.

Social activities include:

- Mask making and distribution: during COVID pandemic in 2020-21, students voluntarily stitched cotton masks and distributed to the people of their neighbourhoods under financial or livelihood challenges

- online survey on COVID awareness by SCOA: SCOA conducted awareness of COVID for students and faculty, overwhelmed response received
- Quiz on COVID Awareness by SPPU 'majhe kutumb majhi Jawabdari " mohim: students participated in quiz which intended to make students as responsible citizen
- Design competitions on sensitive topics like Quarantine Facility Design, Rethinking Public Toilets, Temporary Homes for Transient Construction Labourers etc., students participated in and received recognition from different bodies like COA-TRC, COEP-digital India, KAARWAN with Ministry of Welfare for handling

Environmental activities include:

- Tree Plantation in Campus: SCOA organised
- Poster competition for students about awareness of environment

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

30

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

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

community and NGOs) during the year**3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year****19**

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year****1626**

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year****3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year****17**

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

3

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

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.

Council of Architecture is an apex governing body for architecture schools in India. SCOA complies COA norms and provide physical facilities accordingly for teaching learning. Physical facilities include number of spaces course wise and their specific areas as well as equipment and books. SCOA building is consisting of adequate numbers of studios, classrooms, assembly hall with LCD, Wi-Fi and LAN provision, amplifiers and speakers. There are several statutory labs as environmental, surveying, workshops as carpentry and model making, material museum, computer and digital labs, and construction yard are available. Admin spaces as principal's cabin and office, exam and store rooms, faculty cubicles and facilities for students as separate girls' and boys'

common rooms, NASA room are also provided

The department Library and exclusive SCOA section in central library and common reading hall provide opportunities for students to read with maintaining social distances. The library e-access is available to students through their login during online teaching mode happened due to Covid 19 pandemic. Each subject lecture notes, reference material is made available as an e-content in the library.

The college is situated in a campus with facilities as canteen, stationary shop, digital printing, laundry, post office, banks, ATMs, clinic, ambulances for emergency, dental hospital, book stores, salon and parlor, bus stop

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

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

SCOA is located in a self-sufficient campus with residential, sports, cultural and utilitarian facilities. Cultural activities of the college are conducted in large multi-purpose hall of SCOA building and annual inter-college events are conducted in Amphitheatre, auditorium, cultural center in the campus. The sports activities are arranged in cricket ground, basketball ground, badminton court and in indoor areas. The gymnasium and swimming pool are in campus. Every year, various Cultural and Sports events and Tech fests are arranged in campus, except this year due to pandemic. The Sinhgad Karandak, an annual inter-college event in the campus was motivating students since many years.

This year, college arranged virtual cultural and sports events as well as celebrated World Yoga day to motivate students and to keep morale high and maintain solidarity during hard time of isolation of working and learning from home

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

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

21

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

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

69.06

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

SCOA central library is using "Autolib" library Automation software from 19/11/2005.It is commercial library management

software supplied by Akash InfoTech, Pune. Software tools used at client end Windows 95/98/NT4.0/windows 2000. Front end visual basic and crystal reports from Seagate Backend: MS Access/ MS SQL server. The students are given with OPAC- (Online Public Access Catalogue) facility where students can check availability of books, CDs, Thesis reports, students work, institute publication bound, volumes & journal articles. Students and faculty can take out various reports like Accession wise, title wise, subject wise, collection material type wise, year wise also. A report of individual member usage individual book usage can be generated. Students can search along with facility where they can search title/Author/ subject/ publisher/keywords from book, CD, Thesis, students Work, Institute publication, bound, volumes & journal articles. A report of user in /out report can also be generated.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for Additional Information | Nil |

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

D. Any 1 of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

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

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

83.86

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

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

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

510

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | No File Uploaded |

4.3 - IT Infrastructure

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

SCOA has two computer labs for B. Arch and one lab for M. Arch. Total numbers of computers in working condition are 128 for B. Arch and 26 for M. Arch. All computers are updated with latest operating system, antivirus software. Computers are installed with latest software as per requirement. Printing, scanning, photocopy facility is provided by laser printers and scanners which are available in the computer labs.

Adequate internet speed and bandwidth is available in computer labs for students, faculty and in office. Studio and classrooms, Assembly hall, multipurpose hall has Wi-fi facility and LAN connections, and fixed or movable amplifiers and speakers. During COVID 19 pandemic period, faculty used the facilities for preparing e- content and for conducting online lectures. E-content is uploaded in library website and students are able to login for Notes and reference material. Online teaching, assignments creation, checking, viva and conducting exam happened from college effectively during the online teaching mode. College has its mobile app created for smooth conduction of admission process for all students. Through this app student can fill admission form, submit their documents academic fees

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

4.3.2 - Number of Computers

154

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution

C.10 - 30MBPS

| File Description | Documents |
|--|------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | No File Uploaded |

4.4 - Maintenance of Campus Infrastructure

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

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

451.95

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

SCOA has an effective system of maintenance for in-house facilities as laboratories, library, computers and classrooms. The building maintenance committee looks into the physical infrastructure for repair, maintenance and cleanliness. The studios and classrooms are cleaned every day and repairs are done as per necessity. The library has two parts, departmental library and in the central library. Both are looked after by the librarian and assistant librarian for buying new books, renewal of journals, e-library, annual stock checking and regular maintenance. During pandemic, sharing of e-books and e-contents to the students are efficiently done by them. The computer technical staff takes care of upgradation, repair and maintenance of all computers including renewal and new software installations.

The maintenance department of the campus, the Estate office has an established system of maintenance campus including cultural and sports complex. The contingency staff, security personnel and technical staff look after various facilities under supervision of the manager and campus director. Well-maintained clean and green campus with all facilities attracts aspirant candidates to take admission, particularly for the outstation ones for hostel and mess facilities

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

359

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

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

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

0

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

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

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://drive.google.com/file/d/1lewC2t81BDKfcOow53C8CEoRWPmsjTPq/view |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

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

57

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

57

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

60

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

9

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | View File |
| Any additional information | View File |
| Details of student progression to higher education | View File |

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

11

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

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

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

3

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

There are students' bodies in the institute at three levels, SPPU, STES and SCOA.

- The Students' council established in 2018 as per notification by SPPU under the provisions of Maharashtra Public University (Amendment) Ordinance, 2017 (Mah.ord.XXVIII of 2017). The Council is comprised of the principal, meritorious students, representatives of sports, cultural and castes, coordinated by Student Development Officer (SDO) for organising events as per SPPU instructions.
- Sinhgad Students' Council (SSC) of STES is comprised of the President, Vice-presidents, Secretary, Treasurer, Foreign student's representative and 14 Council members, which provides a platform for students to showcase potential qualities in a larger platform. SCOA student and faculty representatives coordinate all central activities as well as arrange exclusive activities at the institute level.

SCOA focuses on all-round development of the students along with academics. The institute has an exclusive students-teachers' association named Susamwad for coordinating academic, co-curricular, extra-curricular and administrative activities for students. The student representatives for all portfolios are elected by the students (this year nominated by faculty) and with faculty coordinators, an event calendar for each term is prepared and implemented accordingly. The students are also part of Anti-Ragging and Grievance committees

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

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

12

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

5.4 - Alumni Engagement

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

Alumni Association of SCOA was established on 14th of June, 2004, the same day as the very first batch entered the final year of B. Arch. course. The Alumni Association is registered as per the Registration Act in 2018.

The objectives of the Alumni Association:

- To create a long-lasting bond between the college and its Alumni.
- To support the functioning of the "Placement Cell" in its objective of guiding present students through the help of past students holding positions in various industries.
- To grant scholarships / awards /other monetary and non-monetary assistance to deserving students.
- To associate the alumni for sharing their knowledge and expertise to current students.

There are more than thousand alumni at present from sixteen batches of B.Arch., twelve batches of both M.Arch (Architectural Conservation) and eleven batches of M.Arch. (Computer Applications). This year lectures were conducted by alumni of all three departments to give exposure to the existing students on opportunities and challenges of the profession and to share their experimental works and experiences. All events are pride in terms of effective & successful Alumni currently in the Architectural profession and value addition to Institute.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT**6.1 - Institutional Vision and Leadership**

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

STES management encourages it's colleges to achieve excellence in academics and administrative fields.

The governance framework is structured in two tiers at STES level and at SCOA level under the able leadership of Prof M.N.Navale, Founder President. There are several committees comprising of members from management, principal, senior faculty for making proposals and for taking decisions.

• At SCOA level, various committees represented by faculty and headed by the principal make proposals to management for approval as annual budget, faculty and staff appointment, salary, purchase and maintenance of infrastructure and equipment etc. The governance framework is structured in four to five tiers for academic delivery and administration. Vision for institute is "to create a milieu for crafting sensible & responsible architects for the society" and Mission of "committed to offer quality education in a conducive academic environment to learn, demonstrate & progress for both students and teachers, to provide all-round development & excellence in curricular program, co-curricular activities & extra-curricular activities". The Susamwad (Better communication) committee created to achieve the goal with an inclusive approach of faculty coordinators to guide students.

At STES level, proposals, strategies of the institutes are discussed and approved in periodic meetings

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The Governing Body (GB) is the apex committee of the institute under the leadership of Prof M.N.Navale, Founder President with management representatives, GOM, DTE & SPPU Nominees and the principal being the member secretary. The next layer is the college development committee (CDC), and four sub-committees (Finance sub-committee, Building sub-committee, Purchase & equipment sub-committee, and Staff selection sub-committee) under the leadership of the president of STES, management representatives, principal, senior faculty and non-teaching staff

to decentralise the responsibilities uniformly.

A case study of preparation of Budget: The Finance sub-committee makes the annual budget where bottom-up approach is used. The process includes participation of each faculty and staff to provide the requirements to the sub-committee, for making proposal of all required items, quotations, budget, purchase, etc. through periodic meetings once in a semester. Finance department staff procures minimum 3 quotations and makes the proposals to principal for approval. Budget is prepared and proposed for approval to the management and all expenditures are made as per Budget. Internal and external audit carried out annually. The record of meetings' agenda, minutes, actions taken are maintained meticulously.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

SCOA adheres to deliver curriculum of SPPU ensuring vision and mission. The faculty members are encouraged to explore and to innovate online teaching methodologies for their respective subjects. This year due to Covid-19 pandemic, online teaching-learning strategy is followed as:

- **E-module:** a subject-wise team of faculty formed to develop e-modules for each subject covering the syllabus. All modules are uploaded on SCOA library website before implementing online teaching for students to access
- **E-teaching methods:** Faculty explored and worked out suitable online platform for teaching, for accepting submissions, conducting examinations both theory and sessionals. For teaching purposes, online platforms like Google meet, MS team, for sessional work submissions and periodic evaluation and theory examinations, Google classroom is used.
- **E-evaluation:** Google form is used for evaluation of MCQ type theory examination.
- Faculty members are encouraged to use ICT facilities in the

institute for online classes. Regular review meetings are taken for corrective and improvement measures and for sharing experiences. Records are kept in google sheet and monthly reports are sent to parents.

Whatsapp platform is used for circulating notices to faculty, students and parents

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

SCOA is under the umbrella of STES along with many other institutes in the state of Maharashtra. Two-tier system of governance ,

Organogram:

Level 1- STES: consists of the apex administrative committees with STES management members as the President, Secretary, VP (Admin), VP (HR), Management representatives and campus director. These committees of competent members formulate policies, appoint faculty and staff, monitors financial matters, other aspects as leave, deputation, salary, promotion & increment, etc. Review meetings are conducted regularly to scrutinise academic implementation, administrative matters, resolve challenges and provide opportunities to grow.

Level 2- SCOA: comprises of several committees of administrative and academic having members from the management, principal, senior faculty of the institute and administrative staff. The academic set-up is structured with a hierarchical system of HODs, Division-coordinator faculty for B.Arch., Year-coordinator Faculty. The internal academic monitoring committee reviews every month for tracking status of teaching, students' performances, remedial measures and documentation. The administration of the institute is composed of various departments as Finance, Technical, Students section, Exam, Contingency, Grievance, etc. which are supervised

by the Asst Registrar.

Level 3- SCOA: teacher-student body "SUSAMVAD" has several portfolios to conduct all co and extra-curricular activities

| File Description | Documents |
|---|---|
| Paste link for additional information | https://drive.google.com/file/d/16PvS9kNCoNjUusyqgPzYOBuuAuVuUm_9/view |
| Link to Organogram of the institution webpage | https://drive.google.com/file/d/1oNJUCzufARs5422McOAV5Q6ZLUQvbs1P/view |
| Upload any additional information | No File Uploaded |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| ERP (Enterprise Resource Planning) Document | No File Uploaded |
| Screen shots of user inter faces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

The institute has effective welfare measures for teaching faculty and non-teaching staff.

- **Health facility:** the Medical College and hospital and Dental college of STES provides treatment at free of cost, as well as clinic and 24x7 ambulance service in the campus.
- **Salary, increment and promotion:** The management promotes the competent existing staff as per norm and regular increment to the

permanent staff are offered.

- Provision for Qualification Improvement for teaching and non-teaching staff: encourage to pursue higher studies, sponsor and provide paid leaves for participating QIP, FDP, workshops, seminars and conferences
- Leave and vacation: Casual Leaves (15 days annually), Earned Leaves, Medical Leaves, maternity leave and vacation of 70 days annually (Summer, Winter), Duty leave for attending conferences, FDPs, examinations are provided by the institute.
- Accommodation facility is available in the campus.
- Employee Provident Fund for non-teaching staff, Group Insurance Scheme (GIS), Employee Mutual Benevolent Fund (EMBF), Accidental Insurance

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

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

6

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

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

6

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

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

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

13

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

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

The Institute is following an annual Performance Based Appraisal System (PBAS) for teaching and non-teaching staff at four levels;

1) Self appraisal by each faculty, 2) by HOD (for teaching)/ Asst. Registrar (for Non-teaching), 3) by the principal, and finally 4) by the Management.

The online appraisal criteria for a teaching staff are classified into four categories; (i) Experience & qualifications as per COA norm, (ii) Teaching, Learning and Evaluation related activities, student's feedback, (iii) Research Publications, Academic Contributions and skill up-gradation, and (iv) Involvement in organizational work, Co-Curricular, Extension and Professional Development related activities. Based on the collected data, scores are calculated. As per management. 50% score to be achieved by the faculty members.

The appraisal for non-teaching staff is offline (paper- based) format. The appraisal criteria for a non-teaching staff are classified into four categories; (i) Continuous education, skill up-gradation, (ii) Behavioural, sincerity towards duty and responsibilities, (iii) Regularity and punctuality, and (iv) Supervisors feedback.

The outcome of the annual appraisal is used for continuation of service, promotion of post and increment in salary by the management for both teaching and non-teaching staff

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

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

The financial audit during the year is carried out in a system as:

Internal audit: Internal auditor of STES reviews all financial aspects as budget, expenditure as per rule of STES. All their queries, objections immediately sorted out by finance department.

External audit: External auditor appointed by STES for making balance sheet, IT return etc. in each financial year. All queries are resolved by the finance department and management whenever

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

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

0.05

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

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

SCOA is a self-financed institute, only resource for the fund is the tuition fees of students to spend for all operational and capital costs (development expenditure). The institute developed a policy for Resource Mobilization and Optimal Utilization of Resources.

The Objectives are as follows:

1. preparation of annual budget focusing on sustainability and in line with Vision and Mission of the institution.
2. effective and efficient use of resources: academic, human, infrastructure and support facilities.
4. to develop an alternate model for generating external funds from stakeholders; alumni and other organizations.

Strategic plan for resource mobilization:

1. major part for salaries
2. Due to pandemic situation learning process start on online platforms so checking of infrastructure and maintenance done for internet facility hardware of existing computers.
3. Fees paid to statutory authorities like COA, SPPU, DTE etc.
4. Academic Excellence by adding books in the library and renewal of magazines and journals.
5. Expenditure for co and extra-curricular activities
6. financial support to attend conferences and FDP.
7. Existing building maintenance

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes.

Practice1: Online teaching-learning process development

Because of the pandemic, e-teaching and learning strategy has been developed not compromising the quality of curriculum delivery which has been practised for offline system. E-content for each subject was prepared by the faculty and uploaded to the library website for students to access. Various E-platforms are used by the faculty and institute trained faculty for this new system. E-learning methods are used as Group discussions, Quiz in google form, PPT and video presentation, submission of assignments uploaded by students in google classroom, E-market surveys, Mock-viva and Jury (mid & end semester), Practice test etc.

Practice2:Publication cell

A number of publications under IQAC has been taken place namely, Virtual Study tour reports, Value-added courses, and students' research. The institute started an annual publication Shodh Sankalp, to publish best researches of the students undertaken in the year from both under-graduate and post-graduate departments. Such endeavour is considered as beneficial to upgrade the quality of research amongst students and faculty also would equip to excel in guiding students.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The incremental improvements from the First cycle (2018) till date

Example 1: Progressive meticulous academic review

Internal academic audit committee (IAAC) within the college monitors and reviews every month teaching-learning process in terms of teaching methodology, progress of teaching, learning outcomes and remedial measures for continuous improvement of quality. A meticulous planning and implementation are being carried out since long like preparation of term-wise calendar for each class, lesson Session plan for each subject, daily record of attendance and performances of students, progressive evaluation, learning outcomes, remedial measures, mentor-mentee system, examinations etc.

The incremental improvement in this system has been taken place with refining mentor-mentee system, introducing regular online practice tests particularly for critical subjects and students for improvement of learning outcome.

Example 2: All-round development of students

The institute charted out the holistic development of students as one of the missions to fulfil. Susamwad committee was established for the same to achieve through a comprehensive development of

curriculum, co and extra-curricular activities to nurture quality knowledge enhancement and personality advancement.

The incremental improvement in this system has been undertaken by introducing various portfolios. This year a competition portfolio added separately to inform and encourage students to participate various online design competitions organized by various organizations during pandemic. Many students are participating and bagging prizes.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

C. Any 2 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://drive.google.com/file/d/1NMYff-MPbPIDXfbZ4qUd_59ukNbvuv6m/view |
| Upload e-copies of the accreditations and certifications | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Every year there are programs organised for women self-defence, under the Nirbhaya Kanya yojana of SPPU. These programs empower the female students to learn different self-defence techniques to make themselves stronger mentally and physically. This year due to pandemic situation such events could not be organized.

Specific facilities are provided in terms of safety and security of the students. CCTV installation done in the campus is one of the methods to ensure security of the students. The hostels are guarded by security staff for twenty-four hours.

Counselling cabin is present in the institute, this year counselling to the students is carried out online by the faculty to listen to the challenges faced by the students and tried to resolve difficulty in academic related issues all possible ways and giving confidence to confront the challenges.

Common Room for girl students is a provided in the institute separately

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://drive.google.com/file/d/1IpoizYd3VP9tFcBwHJ0rVJCCWTZDUuG8/view |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://drive.google.com/file/d/19oDY_ucfwqMED0yrp52ocjrJFsF_iIA/view |

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

C. Any 2 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste

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

Solid waste management: at campus level segregated dry and wet waste garbage collected by all institutes. Wet waste is taken for disposal by PMC, whereas, dry waste is periodically collected for recycling.

Liquid waste management: STP is provided at campus level for treatment of grey water. This treated water is used for watering the trees and the landscape in the campus.

Biomedical waste management: Bio waste collection van collects wastes from the Dental college and hospital in the campus.

Waste recycling system: STP for grey water treatment is located in the campus for recycling.

Hazardous chemicals and radioactive waste management: not applicable as no such waste is generated in campus.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | View File |

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

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

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

A. Any 4 or All of the above

| | |
|--|--|
| <p>1.Restricted entry of automobiles 2.Use of bicycles/ Battery-powered vehicles 3.Pedestrian-friendly pathways 4.Ban on use of plastic 5.Landscaping</p> | |
|--|--|

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

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

| | |
|---|-------------------------------------|
| <p>7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities</p> | <p>D. Any 1 of the above</p> |
|---|-------------------------------------|

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

| | |
|---|-------------------------------------|
| <p>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment</p> | <p>C. Any 2 of the above</p> |
|---|-------------------------------------|

**5. Provision for enquiry and information :
Human assistance, reader, scribe, soft copies
of reading material, screen reading**

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

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

Tolerance and harmony towards culture:Celebration of Navratri and Ganpati festival at campus level is observed every year with enthusiasm and participation of students, faculty and staff. This year due to pandemic situation, these festivals could not be celebrated like before as there was restriction on social gatherings.

Regional and linguistic diversities:Celebration of days such as Marathi bhasha divas to promote the local language "Marathi" is organised in online mode to create awareness about the mother tongue, students and teachers participated enthusiastically. "Vachan Prerna divas" in the memory of former president of India, Dr. Abdul Kalam Sir, was celebrated to inculcate the importance of reading with special focus on Marathi language. This event was organized online, students and faculty responded to the event by reading out different literatures in Marathi from books or articles. Integrity Day was observed when all faculty and staff took the pledge of integrity and honest working. This event was organized in the college by following the social distancing protocol of COVID 19

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

This is a new initiative taken by the institute for inculcating values for being responsible citizens as reflected in the Constitution of India. This year SPPU introduced a compulsory subject at both undergraduate and post-graduate level on the Constitution of India. Lectures were conducted to make the students aware of their rights, duties and responsibilities of being citizen of India.

The institute inculcates ethical practice in academics by checking research works of the students through Anti-plagiarism software available in the college library. Other events celebrated are the Oath ceremony; which is carried out for the first-year undergraduate students when they get enrolled for the course. They take the oath of being integrated towards their profession and follow the practice of architecture ethically. It's a practice of the institute, this year in spite of working from home, online oath ceremony was carried out with proper protocol. The awareness towards the impact of development on environment is always given importance by the institute, Tree plantation drive is practised every year. This year also the event was conducted with a smaller number of participants mainly the faculty and staff due to pandemic situation

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://drive.google.com/file/d/1DSDYaCAF2n302Yp9fhD349QQ8cCY0zCq/view |
| Any other relevant information | Nil |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers,

C. Any 2 of the above

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

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| 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 File |
| Any other relevant information | No File Uploaded |

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

Celebration of commemorative days: Flag hoisting ceremony on Republic Day on 26th January and Independence Day on 15th August are celebrated every year at the school ground in the campus with a lot of enthusiasm and participation of students and all faculty and staff by the founder secretary Dr. Sunanda Navale. This year both the days were observed with small gatherings of the head of the institutes in the campus. The students made video and presentations to express their patriotism.

Festivals: Dandiya utsav during Navaratri was celebrated with great pomp and joy in the campus. This year no such events were celebrated

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Best practice 1: Virtual study tour exhibition

1. Title of the Practice: Virtual study tour

2. Objectives of the Practice: Every year study tours are conducted for all students of First year to Fourth Year B.Arch. and First Year of M.Arch. These study tours are linked with Architectural Design Projects, as students design in context progressively from smaller settlements in First year to high order urban projects in fourth year.

3. The Context: Study tours give direct exposure to the physical, social and cultural context of the area where Architectural Projects are to be designed.

4. The Practice - Every year study tours are conducted in India and abroad. This year, due to COVID 19 pandemic, no tours were carried out, hence, virtual study tours are designed linking with Architectural Design Projects.

5. Evidence of Success: Each class prepared a study tour report and the same has been compiled and published in the form of a book.

6. Problems Encountered and Resources Required: This being the first time for such an endeavour it was difficult for the students and teachers to search for authentic relevant data and good sources as well as deprived from experiencing the places physically.

Best Practice 2: Online Exhibition of the students work

1. Title of the practice: Online Exhibition of the students work

2. 1. Objectives of the Practice: Every year, exhibition of the best academic works of students is organised to motivate them to improve their quality of work and to work as a team to showcase the image of the college. Two parts of the exhibition include the annual gallery of students works and thematic panels based on a theme of exhibition to nurture the creativity.

2. The Context: in order to organise such a grand scale co-curricular activity, students get an opportunity to work in a team and to develop leadership.

3. The Practice: Every year annual exhibition is held with inauguration at the hands of renowned architects. A theme is chosen by the students and a competition of panels on division wise organised. This year due to pandemic situation, exhibition in the institute could not be held, hence an online exhibition of the best works of students was inaugurated in online event and uploaded on website of the institute.

4. Evidence of Success: The virtual exhibition was successfully hosted and uploaded on the website of the institute for everyone to view.

Problems Encountered and Resources Required: This being the first attempt of online virtual exhibition, uploaded files for display had a limitation of size.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://drive.google.com/file/d/1w0iFhcyLGSElfQ8LBW0ks3YK4yfUy6Pw/view |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

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

within 200 words

Vision and Mission of the institute focus on a conducive academic environment to produce sensible and responsible architects in the society. The institute thrive for the transparent, conducive and collaborative work environment, where students and faculty collaborate in co-curricular and extra-curricular activities for development of all rounded personality along with curriculum delivery.

The progressive monitoring of academic endeavour and other activities is the main priority of the institute which is practiced for years. After NAAC accreditation, the strategy and implementation are being refined continuously, the systematic approach is given a distinctive recognition of the college and appreciated by the students, faculty, fraternity, parents, alumni, employers. The solidarity of the stakeholders is worth to be mentioned during pandemic to continue the systematic approach without compromising the quality of education

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

To implement vision to craft "Sensible and Responsible" architects for the society and mission of academic excellence and all round development of the students, we thrive for three major components; conducive academic environment to learn, demonstrate and grow, appointing motivated and competent faculty and transparent collaborative work culture. The future plan focuses on developing system for pandemic time online education for students, to empower faculty and institution to grow, sustain and thrive. An array of events to be organized ranging from co and extra-curricular activities to social awareness programs which would boost bonding, values and responsibilities and create enthusiasm amongst students. Faculty would be encouraged to attend sponsored QIP and online courses, to publish and present research articles for continuous growth. Regular documentation, publication and posting of events and activities in website and social media pages are given utmost importance as evidential proof of our achievements. The institute also wants to establish exchange programs with other institutions in order to benefit from their expertise in the field of research and more MoUs to be signed.

NAAC