



Yearly Status Report - 2019-2020

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 | BANANI BANERJEE |
| Designation | Principal |
| Does the Institution function from own campus | Yes |
| Phone no/Alternate Phone no. | 020-24351439 |
| Mobile no. | 9850807072 |
| Registered Email | principal.scoa@sinhgad.edu |
| Alternate Email | scoa@sinhgad.edu |
| Address | S.No 44/1,Vadgaon BK,Off Sinhgad Road |
| City/Town | PUNE |
| State/UT | Maharashtra |
| Pincode | 411041 |

| | |
|--|-----------------------------------|
| 2. Institutional Status | |
| Affiliated / Constituent | Affiliated |
| Type of Institution | Co-education |
| Location | Rural |
| Financial Status | private |
| Name of the IQAC co-ordinator/Director | Dr. Priyamvada Chitale |
| Phone no/Alternate Phone no. | 02024351439 |
| Mobile no. | 9822875750 |
| Registered Email | principal.scoa@sinhgad.edu |
| Alternate Email | scoa@sinhgad.edu |

| | |
|--|---|
| 3. Website Address | |
| Web-link of the AQAR: (Previous Academic Year) | https://drive.google.com/file/d/1zkCdjtDGq1SJ1UObT-DU8gHkxgAjjm3V/view |
| 4. Whether Academic Calendar prepared during the year | Yes |
| if yes,whether it is uploaded in the institutional website: Weblink : | http://cms.sinhgad.edu/architecture-scoa/scoa/post-accreditation-naac/academic-year-19-20/academic-calendar.aspx |

5. Accrediation Details

| Cycle | Grade | CGPA | Year of Accrediation | Validity | |
|----------|----------|-------------|----------------------|--------------------|--------------------|
| | | | | Period From | Period To |
| 1 | B | 2.43 | 2018 | 02-Nov-2018 | 02-Nov-2023 |

| | |
|---|--------------------|
| 6. Date of Establishment of IQAC | 07-Sep-2017 |
|---|--------------------|

7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|-----------------|---------------------------------------|
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
| | | |

| | | |
|---|------------------|----|
| Students Research (Shodhaganga) Published | 24-Jan-2020 1 | 46 |
| Introduction and Information for MOOC courses within faculty | 03-Feb-2020 1 | 35 |
| Workshop for Quality enhancement- Guidance for thesis guides. | 19-Dec-2020 1 | 38 |
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------|---------------------------|--|-----------------------------|--------|
| B. Arch | Aspire mentorship project | Savitribai Phule Pune University, Pune | 2019 730 | 200000 |
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Study tour is a vital part of architectural education. The outcome and learning from the tour are printed and published.

*The institute is registered as a local chapter of MOOC (NPTEL) courses.

* The feedback system is improvised, helping the institute to reach all stakeholders efficiently.

* Encouraged faculty to attend FDP (faculty development programs) by sponsorship and allowances like duty-leave.

*To inculcate research culture- a national level conference was planned and executed by the institute.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achivements/Outcomes |
|--|---|
| Focused Education System to be implemented | Academic Calendar focusing on week-wise activities was prepared resulting in load rationalization for students. |
| Documentation and archiving | Study tour reports published for future references and enhancement |
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14. Whether AQAR was placed before statutory body ?

Yes

| Name of Statutory Body | Meeting Date |
|-------------------------------|--------------|
| College Development Committee | 11-Oct-2019 |

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission

13-Jan-2020

17. Does the Institution have Management Information System ?

No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

? Sinhgad College of Architecture (SCOA) offers an undergraduate course of B.

Arch. since 2000, two Postgraduate courses M. Arch. in Architectural Conservation and Computer Application, since 2006/07 and Doctoral studies since 2008 under Savitribai Phule Pune University (SPPU). All the curricula are designed by SPPU, as per the guidelines of Council of Architecture (COA). Our faculty members actively contribute being members of Board of Studies, SPPU and Syllabus Committees, Chairpersons for various subjects. This academic year, 2015 Pattern syllabus was continued for Third year to Final year B. Arch, syllabus pattern 2019 for the First & Second Year of both B.Arch. & M. Arch.

The SPPU academic calendar was provided with dates of commencement and conclusion of semester and examination schedules. But due to the pandemic and lockdown, Term II was extended till June 2020 for all years and September for Final year. ? The institution ensures to set a quality benchmark in curriculum delivery adhering to vision and mission set by the institute. It includes teaching-learning and simultaneous evaluation process and systematic documentation. ? B. Arch. Department is divided into four divisions with equal strength of students and faculty. Five-tier curriculum delivery system in B. Arch., composed of the Principal, Head of Department (HOD), Division-Coordinators, Year and Subject coordinators and four tiered postgraduate departments are in place. Each semester is divided with four quarters of one month duration for periodic evaluation. Teaching strategy is carried out taking two factors in mind; distribution of teaching load to the faculty as per their expertise, experience and preferences & teaching approach which is based on three components; theoretical base, demonstration projects and topical research for most of the subjects. Division-coordinators prepare academic schedules, distribute teaching workload, appoint visiting faculty, monitor year and subject coordinators and implement all necessary activities. The year-coordinators monitor implementation of syllabus, progressive assessment, conduction of examinations and remedial/ improvement classes, also counsels as mentor or Guardian-teacher of the respective classes and involve parents for progress of their wards, along with the class and subject coordinators. 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. Division, year and subject coordinators jointly make progressive and semester-end assessment, keep record of attendance, academic performances of the students, implementation of syllabus and send reports to parents periodically. ? Monthly/quarter progressive meetings are found successful in bringing parity of all divisions in keeping high standard of curriculum delivery, uniformity of scale, complexities of assignments, variety of ideas and experimentation. Teacher-guardians conduct parent-teacher meetings to discuss progress of their ward, particularly for the students found with inadequate attendance and unsatisfactory academic performances and conduct meetings with all students periodically. Few SCOA faculty also contributed in Curriculum development at SPPU in 2018-19. Dr.Vaishali Latkar:Member,BOS, Dr. Banani Banerjee,Dr.Priyamvada Chitale,Prof. Kalpana Hadap,Prof. Priti Dhanwat,Er. Dakshayani Shete: Memembr SPPU 2019 Pattern Syllabus.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entreprene urship | Skill Development |
|---|-----------------|-----------------------|----------|---|-------------------|
| No Data Entered/Not Applicable !!! | | | | | |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|------------------|--------------------------|-----------------------|
| | | |

No Data Entered/Not Applicable !!!

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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|----------------------------|---|
| BArch | Interior Design | 02/12/2019 |
| BArch | Architectural Conservation | 10/06/2019 |
| BArch | Computer Application | 10/06/2019 |
| BArch | Art Movements | 02/12/2019 |
| BArch | Environmental Architecture | 02/12/2019 |
| MArch | Photoshop | 05/08/2019 |
| MArch | GIS mapping | 16/12/2019 |
| MArch | Heritage Economics | 08/07/2019 |
| MArch | Colloquium | 05/08/2019 |
| MArch | Robotics & Embedded system | 16/12/2019 |
| MArch | GIS mapping | 08/07/2019 |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| Certificate | Diploma Course |
|------------------------------------|----------------|
| No Data Entered/Not Applicable !!! | |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|------------------------------------|----------------------|-----------------------------|
| No Data Entered/Not Applicable !!! | | |
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1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---------------------------|-------------------------------------|---|
| BArch | Architecture Practice | 135 |
| MArch | Conservation/ Computer Applications | 23 |
| View File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |

| | |
|---------|-----|
| Parents | Yes |
|---------|-----|

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

SCOA conducted online feedback surveys from Students, Teachers, Alumni, Parents and Employers. Feedback is analysed to identify and meet the needs of students, to enhance and improve quality of teaching. • Students' feedback was obtained through Google forms at the end of academic year with categorical queries on attendance, teaching and learning, curriculum centric parameters. The number of respondents from each class was randomly chosen for a minimum of half of its strength. A system was followed allowing students to give feedback anonymously so that honest response could be obtained, by explaining importance of feedback to benefit their teaching-learning process. Analysis: more than 80 have understood teaching, satisfied with the proportion of marks/credits and have satisfactory attendance. More than 60 say co curricular activities are satisfactory and about 50 say ICT is useful for teaching. Utilisation: SCOA follows a student-centric teaching-learning system hence this feedback was taken into consideration in improving the quality of teaching, satisfaction of the students their views on co-curricular activities, implementation of syllabus in given time frame with the help of ICT. Responses indicated an increase of practical knowledge should be imparted through additional site visits and workshops. • Faculty feedback was taken on the basis of completion of syllabus content, importance of theory subjects, students' attendance response, assessment of assignments, effective implementation of co-curricular activities and suggestions regarding content of syllabus etc. Analysis: Completion of syllabus was found satisfactory by all, most of them felt for a holistic approach to theory, studio and co and extra-curricular activities. Attendance of students is satisfactory but can improve. Additional flexibility can be obtained through research, library and choice based courses. Utilisation: Faculty members performing satisfactorily were encouraged to take initiatives as per their interests and to lead as each subject is taught by a team of experienced, new teachers from both core visiting faculty to enhance teaching-learning experience. Newly joined faculty members were sponsored to participate TTP (Teacher Training Program) to enhance their teaching ability. In case of successive poor performances, periodic warnings are notified and no such cases occurred in this year. • Parent Feedback is very important in understanding performance of their wards in the course. Regular Parent-Teacher meetings (PTA) are conducted to improve students' attendance and academic performances. Analysis: Parents were satisfied with the content and timely completion of the syllabus, balanced academic and stated that co-curricular activities as study tours and site visits beneficial. They are extremely satisfied with regular PTA and faculty. Utilisation: online PTA meetings and regular interactions through social media groups (WhatsApp) found to be preferred for immediate intimation. • Employers' Feedback was taken from the employers of the interns of final year, found that understanding of students and the application of knowledge in practical/professional work was satisfactory. Analysis: Employers are satisfied in present practical training duration and the knowledge imparted to students has been beneficial.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|-----------------------|--------------------------|---------------------------|--------------------------------|-------------------|
|-----------------------|--------------------------|---------------------------|--------------------------------|-------------------|

| | | | | |
|---------------------------|----------------------------|-----|-----|-----|
| BArch | Architecture | 160 | 110 | 110 |
| MArch | Architectural Conservation | 10 | 11 | 11 |
| MArch | Computer Applications | 10 | 11 | 7 |
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2019 | 700 | 36 | 57 | 8 | 5 |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|--|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 65 | 65 | 45 | 24 | 10 | 5 |
| No file uploaded. | | | | | |
| View File of E-resources and techniques used | | | | | |

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentoring is a continuous practice starting from commencement to conclusion of each semester. The objectives of the practice followed by the institute are • To monitor the students regularity discipline • To make parents to know about academic performance regularity of their wards • Improvement of teacher-student relationship • Counselling students for solving their problems and provide confidence to improve their quality of life, and • To guide students to choose right career path, higher studies, etc. Each year SCOA is enhancing the quality of architectural education. It incorporates various strategies to improve the overall education. Each semester of 16 weeks are divided into four quarters, four quarter each semester. At the end of each quarter, periodic meetings are conducted by the Principal with HODs to review the punctuality and regularity of the students and evaluation carried out for to identify status of performances in academic works. Agenda of the meeting is decided by Principal. The performance of the students are based on the punctuality and regularity of the students apart from the academic progress. In B. Arch. Course, for inculcating discipline, punctuality and motivation among the students as the main objective in career building of a student, the college has adopted a well-established system, Guardian-Teacher scheme for monitoring and mentoring the students' activity. In the existing scheme, under two Guardian-teachers or mentors, 40 students of a class or year in each division are groomed, who counsel as well as guide the students to understand and resolve their issues by discussing through regular meetings. The mentor makes an effort to improve the students' academic work and attendance, prepares schedule for extra/ remedial classes for improvement and practice as per the requirement. The records of such classes are marked in Guardian-Teacher register conducted by the subject teachers and attended by the students. The Mentors meet the students or mentees once in an every month during mentoring and counselling hour after the classes. The Parents/Guardians of poor attendee/performance or defaulter students is called for PTA for corrective and preventive measures for further improvement of their ward. The class representative committee of students meetings are being conducted twice in a semester of every class to know and to solve their problems. Mentors also coordinate study tours, site visits, guest lectures for their class, recommends and encourages mentees to participate in various co and extra-curricular activities in the college as well as outside competitions.

Number of students enrolled in the

Number of fulltime teachers

Mentor : Mentee Ratio

| | | |
|-------------|----|------|
| institution | | |
| 736 | 65 | 1:11 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 65 | 65 | 13 | 13 | 4 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---------------|---|-------------|---|
| 2019 | Dr. Banani Banerjee | Principal | PCERF B G Shirke Vidyapeeth award 2020 |
| 2019 | Dr. Vaishali Latkar | Professor | PCERF B G Shirke Vidyapeeth award 2020 |
| 2019 | Dr. Vaishali Latkar | Professor | IIA Pune Centre, felicitation, for contribution in the field of architectural education |

[View File](#)

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|----------------|----------------|----------------|--|---|
| BArch | 2019 pattern | Semester-II | 05/06/2020 | 21/07/2020 |
| BArch | 2015 pattern | Semester IV | 05/06/2020 | 21/07/2020 |
| BArch | 2015 pattern | Semester VII | 05/06/2020 | 21/07/2020 |
| BArch | 2008 pattern | Semester-III | 05/06/2020 | 21/07/2020 |
| BArch | 2015 pattern | Semester VIII | 05/06/2020 | 21/07/2020 |
| BArch | 2008 pattern | Semester-IV | 20/06/2020 | 23/11/2020 |
| BArch | 2008 pattern | Semester X | 20/06/2020 | 23/11/2020 |
| MArch | AC and CA | Semester-II | 05/06/2020 | 10/08/2020 |
| MArch | AC | Semester IV | 21/09/2020 | 24/11/2020 |
| MArch | CA | Semester IV | 23/09/2020 | 24/11/2020 |

[View File](#)

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

After NAAC Accreditation in 2018, SCOA has taken efforts to improve the performance of students through Continuous Internal Evaluation system. Continuous evaluation system is followed to achieve regular attendance and academic performances and the university results. In B. Arch course, students need to complete assignments in the form of • Theory notes and Tutorials with sketches • Drawings and Models demonstrating design solutions, and, • Research in topical issues. Continuous evaluation system of academic work of students is carried out by emphasizing on progressive quality enhancement and marking or grading throughout the semester. Progress report is sent to the parents and discussed during Teachers-Parents (PTA) meeting in each quarter. Remedial classes are conducted for the students who are lagging behind in the submission and understanding. Insem exam, mock viva, practice tests, juries are planned in the semester. For quality enhancement of performances in written papers, question banks are given, periodic practice tests are conducted under faculty guidance, feedback given based on the performances. Final internal assessment of the semester for each subject is carried out considering more on progressive performances. External examiner appointed by SPPU conducts the sessional and viva exam.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

SCOA adheres to the Academic Calendar prepared by SPPU in each semester of 16 weeks mentioning dates of commencement, conclusion, and examination schedule for theory and sessional examination. Academic schedule prepared by HOD based on the Academic commencement and term end dates given by SPPU. Keeping the schedule, co extra-curricular activities are planned in the semester. The calendar marks the events, co-curricular, extra-curricular activity period, mid-term juries, pre-final and final submission dates of all subjects, vacation schedule, holidays and examination dates for in-sem, end-sem and sessionals. One event calendar is prepared by Susamvad coordinators. All Division, year and subject coordinators of B.Arch. prepares class wise comprehensive teaching plan with guest lectures, workshops, juries, site visits to impart in-depth knowledge and place dates of submissions of all subjects avoiding overlapping. Subject wise session and lesson plans are prepared by each subject teacher as a guideline to conduct lectures, studio, jury, practice tests and place dates of submissions. In-sem examinations are conducted after 6th week as the period mandated by SPPU, timetable is declared and displayed on the notice board and the examination is conducted in accordance to the set norms of the SPPU. Classes were conducted till March 15, 2020. Then due to COVID 19 pandemic situation, online classes and marking system was adopted. The revised calendar of SPPU was followed for term-end as 5th June 2020. College was following the SPPU circulars for conducting classes and exam.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://drive.google.com/file/d/1bRfb7i6byrx9j7k_z-CUF11JQ3JfdVV6/view

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------|---|---|-----------------|
| Nill | BArch | Architecture | 136 | 127 | 93.38 |

| | | | | | |
|---------------------------|-------|----------------------------|----|---|------|
| Nil | March | Architectural Conservation | 8 | 7 | 87.5 |
| Nil | March | Computer Applications | 10 | 8 | 80 |
| View File | | | | | |

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://cms.sinhgad.edu/Architecture-website-assets/pdfs/SSR.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|--------------------------------------|----------|---------------------------------------|------------------------|---------------------------------|
| Projects sponsored by the University | 730 | SPPU | 200000 | 100000 |
| Any Other (Specify) | 120 | N.H. Architects | 0.15 | 0.15 |
| Any Other (Specify) | 120 | MKM Architecture | 0.15 | 0.15 |
| Any Other (Specify) | 120 | Studio in design | 0.15 | 0.15 |
| Any Other (Specify) | 120 | Gaurav Pataskar Associates | 0.15 | 0.15 |
| Any Other (Specify) | 120 | M/S PundlikPundlik Architects Valuers | 0.06 | 0.06 |
| No file uploaded. | | | | |

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|--|-------------------|------------|
| Know master Architect through model (Intercollege Competition organized by SCOA) | B.Arch. | 12/08/2019 |
| Housing Studio | B.Arch. | 06/09/2019 |
| Universal Design | B.Arch. | 13/11/2019 |
| Lecture and presentation by Ar. Ravi Gadre and Ar. Vikram Hundekar | B.Arch. | 16/01/2020 |
| Webinar by Ar. Rafiq Azam | B.Arch. | 06/02/2020 |

| | | |
|---|--------------------------------------|------------|
| from Bangladesh | | |
| Bamboo and Mud Workshop at palsande | B.Arch. | 03/01/2020 |
| National Conference titled Envisioning India 2050 - Concerns of Urban Environment" | B.Arch.M.Arch | 23/01/2020 |
| Seminar on ecology and landscape restoration | M. Arch (Architectural Conservation) | 26/09/2019 |
| CSMVS Workshop on structural conservation | M. Arch (Architectural Conservation) | 01/10/2019 |
| FABRICATION | M. Arch (Computer Applications) | 21/10/2019 |
| Workshop at VPSOA Baramati on Parametric Architecture M.arch (Computer application)5, 6, 7th Feb 2020 M.arch (Computer Application 25, 26th Feb 2020 | M. Arch (Computer Applications) | 05/02/2020 |
| Workshop at Bijapur on Parametric Architecture | M. Arch (Computer Applications) | 25/02/2020 |
| Workshop at Solapur on Parametric Architecture | M. Arch (Computer Applications) | 27/02/2020 |
| ICOMOS Conclave | M. Arch (Architectural Conservation) | 10/10/2019 |
| Guest lecture on Mughal land fort architecture | M. Arch (Architectural Conservation) | 20/10/2019 |
| Heritage and local governance- PMC heritage works | M. Arch (Architectural Conservation) | 24/09/2019 |
| Ravi Gundurao workshop on Maheshwar | M. Arch (Architectural Conservation) | 20/01/2020 |
| Interaction of F.Y.M.arch with research scholar on British cantonments | M. Arch (Architectural Conservation) | 21/01/2020 |
| Laser Technology Workshop MKSSS Vocational Institute, Pune | M. Arch (Architectural Conservation) | 27/01/2020 |
| Lecture and presentation by Er. Bal Kulkarni | M. Arch (Architectural Conservation) | 04/02/2020 |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|----------------------------------|--|-----------------|---------------|-------------------|
| Connecting Indoors with Outdoors | Pranav Gawale, Saish Dhimate, Tejal Jaikhedkar | HIVEKRAFT | 10/08/2019 | Pent House Design |
| View File | | | | |

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---------------------------|--------|--------------|----------------------|-----------------------------------|----------------------|
| 01 | UNNATI | SCOA | PYTHON | Software and technological skills | 16/09/2019 |
| View File | | | | | |

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| 0 | 2 | 0 |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|------------------------------------|-------------------------|
| No Data Entered/Not Applicable !!! | |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------------------|------------|-----------------------|--------------------------------|
| National | B.Arch | 4 | 7.58 |
| View File | | | |

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|---------------------------|-----------------------|
| B.Arch | 6 |
| M.Arch | 4 |
| View File | |

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--|---|------------------|---------------------|----------------|---|---|
| Transfiguring the user Cognition Paradigm Of Conventional Commercial buildings | Ar. Aditi Mahajan | IJSR | 2020 | Null | SCOA | 6 |
| Comparative Energy analysis of luminous Ambience | Ar. Aditi Mahajan, Ar. Harshal Ganorkar | IJSR | 2019 | Null | IDEAS-Institute of Design Education Architectural | 15 |

| | | | | | | |
|--|---------------------------------|------|------|-----|---|----|
| in a Conventional and Energy Efficient IT Company in Nagpur India | | | | | Studies, Nagpur (MS), India | |
| Comparative Energy Analysis of Vegetative Flat Roof, Cool Flat Roof and Standard Flat Roof in a Office building at Nagpur, India | Ar. Aditi Mahajan, Ajay Thomare | IJSR | 2019 | Nil | IDEAS-Institute of Design Education Architectural Studies, Nagpur (MS), India | 20 |
| View File | | | | | | |

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--|-------------------|------------------|---------------------|---------|---|---|
| Transfiguring the user Cognition Paradigm Of Conventional Commercial buildings | Ar. Aditi Mahajan | IJSR | 2020 | 4 | 4 | SCOA |
| View File | | | | | | |

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops | 3 | 35 | 12 | 6 |
| Presented papers | 3 | 12 | Nil | Nil |
| Resource persons | 1 | 5 | Nil | 5 |
| View File | | | | |

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|-------------------------------|---|--|--|
| GREEN DESIGN COMPETITION | IGBC, CII | 2 | 2 |
| Organization of PCERF Jury | PCERF | 6 | 15 |
| How to Festival | LOCATOR | 10 | 100 |
| View File | | | |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---|------------------------------|---------------------------|---------------------------------|
| FOAID, GEN NEXT competition | Certificate of Excellence | Dimension plus, Mumbai | 6 |
| On Spot event titled creating a space to create | Certificate of Excellence | NASA | 4 |
| View File | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agen cy/collaborating agency | Name of the activity | Number of teachers participated in such activites | Number of students participated in such activites |
|---------------------------------------|--|---|---|---|
| World Yoga Day | SCOA, PHARMACY | Yoga and life | 2 | 100 |
| Tree Plantation | SCOA | Harit Maharashtra Campaign | 5 | 51 |
| Nirbhay Kanya Yojana | SCOA Dr. Jyothi Pawar | Workshop on Gender Justice and Gender Equality | 8 | 50 |
| Marathi bhasha Diwas | SCOA | Marathi Language through Allied fields | 4 | 40 |
| Apatti Vyavasthapan prashikshan | SCOA and Mr Nilesh Karmarkar Ex- firofficer TATAMotors | Pre and post Disaster mitigation | 6 | 147 |
| Election Awareness | SCOA | Poster Making Activity to create Awareness | 4 | 50 |
| View File | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---|-------------|-------------------------------------|----------|
| AVISHKAAR | 01 | SELF/SPPU | 42 |
| INTEGRATED BUS TERMINAL AT PUDUCHERRY shared with Dr. Kiran Bedi | 02 | SELF | 63 |
| RUSA Research by Dr. Shraddha Kumbhojkar of 'Impact Assessment of Tourism Related Policies on Local Communities near the World Heritage Sites of Maharashtra' | 01 | Rashtriya Uchchatar Shiksha Abhiyan | 730 |

[View File](#)

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|----------------------------|---|---------------|-------------|-------------|
| Competition Volunteers | Student Volunteers | PCERF | 28/11/2019 | 29/11/2019 | 05 |
| Exhibition Volunteers | Student and faculty Mentor | CONSTRO | 16/01/2020 | 19/01/2020 | 10 |
| Review Panel | Pune Cultural Mapping | Sahapedia | 15/03/2020 | 31/05/2020 | 01 |
| Presentation and Awareness in Public Domain | Churches of Pune | Sahapedia | 17/01/2020 | 17/01/2020 | 35 |

[View File](#)

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|-------------------|--------------------|--|---|
| BLUE PRINT DESIGN | 16/10/2019 | LEARNING AND CONSTANT UPDATE OF SOFTWARE FOR | 15 |

[View File](#)**CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES****4.1 – Physical Facilities**

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 26.9 | 8.88 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|-----------------------------------|-------------------------|
| Campus Area | Existing |
| Class rooms | Existing |
| Laboratories | Existing |
| Seminar Halls | Existing |
| Classrooms with LCD facilities | Existing |
| Seminar halls with ICT facilities | Existing |
| Video Centre | Existing |
| Classrooms with Wi-Fi OR LAN | Existing |

[View File](#)**4.2 – Library as a Learning Resource**

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| Autolib | Partially | 1.0 | 2005 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|----------------------|----------|---------|-------------|--------|-------|---------|
| | | | | | | |
| Text Books | 1856 | 448806 | 5 | 11817 | 1861 | 460623 |
| Reference Books | 6062 | 8304802 | 232 | 148551 | 6294 | 8453353 |
| e-Books | 1132 | Nil | 282 | Nil | 1414 | Nil |
| Journals | 32 | 66799 | 32 | 80521 | 64 | 147320 |
| e-Journals | 1254 | Nil | 1053 | Nil | 2307 | Nil |
| Digital Database | 1 | 31860 | Nil | Nil | 1 | 31860 |
| CD & Video | 1702 | 31242 | 116 | Nil | 1818 | 31242 |
| Library Automation | 1 | Nil | Nil | Nil | 1 | Nil |
| Weeding | 172 | 67852 | 24 | 5767 | 196 | 73619 |

| | | | | | | |
|---------------------------|------|-----|----|-----|------|-----|
| (hard & soft) | | | | | | |
| Others (specify) | 1138 | Nil | 35 | Nil | 1173 | Nil |
| View File | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
| - | - | - | Nil |
| No file uploaded. | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------------------|--------|
| Existing | 154 | 3 | 104 | 3 | 10 | 10 | 40 | 16 | 0 |
| Added | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 154 | 3 | 104 | 3 | 10 | 10 | 40 | 16 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|----------------|
| 250 MBPS/ GBPS |
|----------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|---|
| STES e-library | https://sites.google.com/a/sinhgad.edu/sinhgad-college-of-architecture-library/ |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 732.8 | 22941247 | 804.37 | 74191306 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

| |
|---|
| <p>Sinhgad College of Architecture is housed in two buildings in a large campus located on a serene and scenic hillock. Both B.Arch. and M.Arch buildings are equipped with studios, classrooms, assembly halls and laboratories. There are 17 studios in B. Arch and 2 studios for M. Arch along with 8 audio visual rooms in B.Arch and 2 audio visual rooms in M. Arch. The supporting facilities as</p> |
|---|

environmental lab, surveying and levelling lab, material museum, carpentry and model-making workshop, language lab, digital lab, architectural conservation lab and computer lab are well-equipped. Each laboratory has a faculty coordinator assigned who maintains a register and inventory of the same. The college has two libraries one which is the main library, accommodated in the Central library and the other one is the departmental library within the building. The central library is open for 24 hours and all seven days a week and maintained by two Librarians. Every year books are purchased as per the norm of COA. Both the libraries have registers for recording in and out time of faculty and students. There are two computer laboratories, maintained by a competent technical assistant. The computers are routinely checked, repaired and maintained as per requirement. The lab is also equipped with projector and screen so as to have lectures and presentations for classes which require soft skills to be developed. CCTVs are provided at important locations in college building and in the entire campus. The campus is a self-contained with all required facilities as many hostels for boys and girls, mess, canteen and food stalls, staff quarters, sports and recreational areas. Additional facilities include banks, ATMs, General stores, Pharmacy, Laundry, photocopy and printing facilities, Bakery, Fruit and Milk parlour, Beauty parlour and Stationary shops, a clinic, post-office and police station. There is an amphitheatre and cultural center for various activities are performed round the year, particularly the annual cultural fest SinhgadKarandak. A cricket ground is located in the campus along with a swimming pool and playground. There is a large parking lot which is sometimes used for cultural programmes. The campus has a dental college and hospital, students and staff can access whenever required. The campus is equipped with 24 hours ambulance facility and connected with SKN medical college and hospital of our parent body STES which is located in a nearby campus. The security personnel is available round the clock in the campus and the maintenance staff maintained regularly. During the Covid-19 pandemic, the institute had let the hostels to be used by the local government PMC for six months for quarantining the affected people.

<https://drive.google.com/file/d/1WRt1K45srqoJNH-cP5OD1Z8J2e49nqV/view>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|--------------------------|--------------------|------------------|
| Financial Support from institution | Nil | Nil | Nil |
| Financial Support from Other Sources | | | |
| a) National | STATE | 314 | 21231239 |
| b) International | Nil | Nil | Nil |
| View File | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|------------------------|-----------------------------|--|
| International Yoga Day | 21/06/2019 | 99 | Jointly organized by SCOA SCOP. Resource persons - Dr. Krishna Dhan Das, President |

| | | | |
|---|------------|-----|--|
| | | | ISKCON Dr.Hemant Kumar Jain, SCOP |
| Learn Six-Sigma-Route to success for future Engineers Managers | 29/08/2019 | 32 | Mr. G. K.K.Singh Lean six sigma Master Black belt, B. Tech: IIT Mumbai (Silver Medalist) |
| 'How to Festival 2019' - Discovering products for IInd IIIrd year B.Arch. | 04/09/2019 | 170 | LOCATOR - The "How to Festival" was a daylong event that featured presentations / demos from leading brands in various product categories from the construction industry by Mrs. Ameeta Iyengar, Director CFO and Mr. Ramesh Iyengar |
| Ar. Prasanna Desai's Design studio for IVth year | 04/09/2019 | 139 | Prof. Prasanna Desai, Director, PVP COA, shared his valuable time and advices to Fourth year students in a Jury for Housing projects of Architectural Design-VII. |
| Soft Skill Development | 07/10/2019 | 30 | Lecture on Technical communication by Mr. Anjit Jha from SCOM |
| Motivational talk by Mr. Raghavan Koli | 03/01/2020 | 65 | Motivational speech (the conqueror of destiny) |
| Lecture by Maharashtra Police on the occasion of 'Vardhapan Divas' for general awarensss of Laws, Discipline, Traffic rules, Cyber crime, Online fraud, etc | 06/01/2020 | 46 | Police Station, Sinhgad road, Pune - 41 |
| Nirbhaya Kanya Yojana | 10/01/2020 | 10 | Workshop on Gender Justice And Gender Equality conducted for female students of the institute by |

| | | | |
|---------------------------|------------|----|--|
| | | | Dr. Jyothi Pawar |
| Awareness for Voting | 18/02/2020 | 50 | Campaign to increase awareness and importance of voting at Cultural center, STES, Vadgaon(Bk), Pune |
| Marathi Bhasha Divas | 20/02/2020 | 40 | Workshop on celebrating our mother tounge Marathi language. Students and faculty performed various activities like Singing songs, reciting poems, Enacting plays |
| View File | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|---------------------------|---|--|--|--|---------------------------|
| 2019 | Career Options after B. Arch. In India Abroad | 62 | 98 | 9 | 49 |
| View File | | | | | |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 2 | 2 | 5 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|------|-----------------------------------|--------------------------|---------------------------|----------------------------|-------------------------------|
|------|-----------------------------------|--------------------------|---------------------------|----------------------------|-------------------------------|

| | | | | | |
|---------------------------|------------------|--------|------|--|--------------------------------------|
| | higher education | | | | |
| 2019 | 1 | B.Arch | SCOA | IIITDM, JABALPUR | Nil |
| 2019 | 1 | B.Arch | SCOA | BNCA | Landscape architecture |
| 2019 | 1 | B.Arch | SCOA | MBA | Project management |
| 2019 | 1 | B.Arch | SCOA | New Castle University of Australia | Nil |
| 2019 | 1 | B.Arch | SCOA | Pillai college of Architecture | Nil |
| 2019 | 1 | B.Arch | SCOA | TU Delft university of Technology, Netherlands | Urbanism and Building Sciences |
| 2019 | 1 | B.Arch | SCOA | Savitribai Phule Pune University | Nil |
| View File | | | | | |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year
(eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|---------------------------|---|
| GATE | 3 |
| GRE | 1 |
| TOFEL | 1 |
| Any Other | 4 |
| View File | |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|--|---------------------------------------|------------------------|
| SCOA Exotic competition | Intra College Cultural Competition | 240 |
| SCOA Cultural - Singing competition | Intra College Cultural Competition | 12 |
| SCOA Cultural - Talent Hunt competition | Intra College Cultural Competition | 11 |
| SCOA Cultural - Mr. And Miss SCOA | Intra College Cultural Competition | 8 |
| SCOA Cultural - Solo dance competition | Intra College Cultural Competition | 17 |
| SCOA Cultural - Group dance competition | Intra College Cultural Competition | 16 |
| SCOA Burnout Indoor games (Carrom) | Intra College Sports Competition | 2 |

| | | |
|--------------------------------------|----------------------------------|----|
| SCOA Burnout Indoor Cricket | Intra College Sports Competition | 45 |
| SCOA Burnout Indoor Football (Boys) | Intra College Sports Competition | 4 |
| SCOA Burnout Indoor Football (Girls) | Intra College Sports Competition | 4 |
| View File | | |

5.3 – Student Participation and Activities

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

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---------------------------|-------------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| 2019 | Ramnadi PhotoWalk Competition | National | Nil | 1 | CA/17/104 | Alok Karadkar |
| View File | | | | | | |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

SCOA has three-tier students' bodies focusing on all round development of the students along with academics. The college-level students association called SUSAMWAD is a body of faculty coordinators and elected students coordinators for 14 portfolios of co-curricular, extra-curricular activities. These teams independently handle, decide themes and work on all details to execute the responsibilities of annual exhibition, magazine and wall magazine, sports and cultural activities, NASA, eco-club, construction yard, seminar and conferences, etc. The student members are also part of Anti-Ragging and Grievance committees. The second level body is part of the Sinhgad Student Council (SSC) of STES, which is comprised of President along with Vice president (student's affairs), Vice president (student's activities), Secretary, Treasurer, Foreign student's representative and 14 Council members. This student association is a perfect blend of clubs to produce competent students to face the newer challenges of today's globalized world through holistic development. This council provides a platform for students to support, share and excel in potential qualities. Activities conducted at institute level under various clubs of SSC include Sinhgad Carnival which is a freshers interaction event. This includes two days of social interaction with a fete under faculty supervision. Students of SSC host Sinhgad Dandiya Night along with organizing colleges, where faculty from the institutes are assigned duties. Similarly, annual cultural event NEON is organised where each college is assigned with different responsibilities. SCOA has coordinated various events for past few years as Fashion show, Musical Rock band, organized food stalls, coordinated Discipline committee, etc. SCOA has also conducted activities under SSC at college level which included workshops for campus decoration, painting sessions with local artists, presentations by architects, site visits etc. The third level committee is 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, Student Development Officer (SDO), meritorious student representatives from all years, sports and cultural representatives and female student members. Various events as per directives of the university are organised by the council as Nirbhaya kanya yojana, disaster management etc.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Alumni Association of Sinhgad College of Architecture 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, recently in 2018. The objectives of the Alumni Association are: • 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. All current and past students are inducted into the Alumni Association. The activities and events generally planned for Alumni association are social outings, campus activities and regional events for alumni to get involved. It benefits students in terms of Career Development Services and address referrals for Training and Placement. Activities are also organized where they get an opportunity to meet and mingle with their seniors as successful people from the industry. SCOA completed 20 years this year with around 1100 alumni from B. Arch., M. Arch. and Ph.D Degrees. A meet was organized on 22 August 2019 where students from all batches were invited for the meet. The Alumni talked about their journey in the field of architecture and motivated students with talk on their projects. An Alumni Interaction was organized through Sketching workshop for Idea generation and art and technique for doodling by Ar Sayali Pawar- Alumni of 2012 batch. Alumni Ar. Akshay Gandhi, graduated in 2017, interacted with students in BS III subject. He accompanied the students of Third year for their Site visit to Abhiruchi Mall and Multiplex, Pune to study working of Air Conditioning System. SCOA Alumni Ar. Ripple Patel of 2015 batch visited SCOA for the promotion of his parametric design workshop interacted with the students. Alumni Ar. Piyush Chorbele, graduated in 2013-14, interacted with students by showing his award winning project of Clinic. Alumni Dr. Manas Marathe discussed about Opportunities outside India (Germany) for higher studies in Architecture. All the events added value to the Institute pride in terms of effective successful Alumni currently in the Architectural profession.

5.4.2 – No. of enrolled Alumni:

148

5.4.3 – Alumni contribution during the year (in Rupees) :

11115

5.4.4 – Meetings/activities organized by Alumni Association :

7

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

STES management encourage its colleges to achieve excellence in academics and administrative fields. The administrative framework is structured in two tiers under the leadership of Prof M.N.Navale, Founder President of STES. The Governing Body (GB) is the apex committee, constituted with management representatives, GOM, DTE SPPU Nominees and the principal being the member

secretary. The next layer is college development committee (CDC), is formed under the leadership of the president, STES, management representatives, principal, senior faculty of SCOA and non-teaching staff. There are four sub-committees to decentralise the activities with similar members of CDC as 1.

Finance committee, 2. Purchase equipment committee, 3. Staff selection committee and 4. Building committee. The process of proposal of all required items, budget, audit etc. are reviewed and approved through periodic meetings once in a semester. The record of meetings agenda, minutes, actions taken are maintained meticulously. GB,CDC, Subcommittee meetings 2019-20 Meeting 1: Friday 11th October 2019 Meeting 2 COVID 19 lockdown period Decentralization is followed under a tier system for academic teaching and learning for curriculum delivery. Internal Academic Monitoring Committee (IAMC) is the most active body constituted with all fulltime faculties. Principal being the head of institution conveys management's vision and policies and college's vision and mission to the faculty through regular interactions. Continuous academic evaluation is monitored through monthly or quarter review meetings in each semester by the principal, HoDs, division coordinators, year and subject teachers holistically to evaluate curriculum delivery, student's attendance and submission records, practice test and progressive performances and reports are sent to the parents .Students having poor performance are being identified and guide by mentors. IQAC meetings are held once or twice in a semester. Majority academic planning is done keeping in mind the vision of the institute all division coordinators evolve strategies for growth of institution as per IQAC strategies. Faculty Meetings are held at the commencement of the term and term end.4 meetings in semester 1 and 4 meetings in semester 2 were conducted as IAMC quarter /monthly meeting in 2019 -20. The institute works out the academic and activity calendar before commencement of the term focusing on holistic teaching-learning and all-round development of the students. The institute also prepares session plan in view of examination schedule and exposure to practical knowledge by including site visits and interaction with practising architects and experts. The institute has a student council named as "SUSAMVAD" (which means 'better communication'), faculty coordinators guide the students for various co and extra-curricular activates. SUSAMVAD committee meeting in 2019 -20 Semester I 03-04/07/2019 15-19/07/2019 22-31/07/2019 Semester II 09-12/12/2019 02/01/2020 10/01/2020 There are two more student's councils one at SPPU level and other at STES campus level, both are constituted by student members with coordinating faculty. SPPU students' council organises programmes promoted by students development board of SPPU and at STES level various activities like sports cultural, hands on workshops are organised for holistic development of student.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|------------------------|--|
| Curriculum Development | Both B.Arch and M.Arch programmes follow curriculum of Savitribai Phule Pune University (SPPU). The curriculum are developed by the Board of Studies of Architecture, our faculty being members of BOS and syllabus committee of several subjects coordinate and contribute jointly in developing of curriculum. SCOA faculty participate in meetings of each subject before |

commencement of a new syllabus pattern and give their valuable guidance for execution of the curriculum. The feedback from faculty, parents, employers and alumni suggest on syllabus, the findings are communicated to BOS for considerations.

Teaching and Learning

A student-centric learning environment is the mission of SCOA, hence, students' feedback, progressive assessment and attendance, result analysis, discussions with faculty, teaching-learning and evaluation strategies are decided. First of all, holistic academic calendar, session plan of each subject and lesson plans of each topic are worked out before commencement of semester. Additional remedial classes are conducted for the defaulter students. Teachers are encouraged and sponsored to attend various teacher training programs to enhance teaching methods and share experiences with colleagues and implement in teaching.

Examination and Evaluation

All examinations are conducted by SPPU as per academic calendar. Theory paper examinations Insem and Endsem and sessional / viva examinations are conducted as per SPPU norms in the college. All B.Arch. examinations and results are coordinated by the college committee comprised of College Examination Officer (CEO), Principal, faculty members and admin staff. M.Arch. examinations are conducted and coordinated by the separate college level exam committee. Many faculty members are the theory question papers setters and most of them are the internal and external examiners of SPPU exam.

Research and Development

SCOA Research cell coordinated by Academic Research Coordinator (ARC) is registered with BOD, SPPU. ARC regularly interact with faculty informing various schemes of SPPU and conferences to promote writing research papers and guide students to participate competitions organised by various organisations for Design and research. SCOA is an existing registered PhD center of SPPU, coordinated by college PhD cell. There is an anti-plagiarism committee and all research papers of PG courses are checked in anti-plagiarism software.

Library is updated with new books, Journals, e-books and online portal EBSCO to equip faculty, students for pursuing research to enhance teaching-learning standards.

Library, ICT and Physical Infrastructure / Instrumentation

STES has a central library building in campus, part of one floor is allocated to Architecture where a wide collection of books, journals and magazines are available for all days of the year. In addition to this, SCOA building has a department library with text books, reports and magazines. The facilities for teaching with audio-visual mode in all studios and classrooms are available following COA norms. There are several laboratories in the building as computer digital lab with both hardware and architectural software, model-making, carpentry, surveying-levelling, environmental and language, architectural conversations per COA norms.

Human Resource Management

The college is under the umbrella of parent body STES, there is a well-structured tiered decentralised management system where all faculty and staff are involved at various levels and purposes. The principal is the bridge between college and management body, as well as heading all college level working, academic and co extra-curricular committees. The HODs and Division coordinators coordinate academic as well as co extra-curricular committees involving all faculty members and selected students. The responsibilities are also channelized to administrative staff members involving them in various working committees.

Industry Interaction / Collaboration

SCOA is working on ceaselessly with the vision of institute-industry collaboration as architectural profession needs practical and technological exposure and updates. There are three MOUs signed with professional bodies and few are in the process. Faculty members regularly arrange site visits, experts' lecture, and alumni interaction for subjects like Building technology and materials, Building services for students. We have collaborated with provider of experts and products 'Locator' to arrange lecture series with industry representatives. This year online

| | |
|-----------------------|---|
| | webinars, lectures were arranged. |
| Admission of Students | Admission to B.ArchM.Arch. is conducted through a centralized system by the Directorate of Technical education (DTE) of Government of Maharashtra as per norms of COA. The admission procedure is conducted by the college level admission committee where allotted students are admitted after scrutinization and verification of documents as per norms. The college website, social media, newspapers are used for publicity |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|-------------------------------|---|
| Student Admission and Support | A large number of students are admitted from outside the city and the state as well as both girls and boys took admission like every year. The admission committee guides the students for resolving their queries, accommodation etc. at the time of admission. There is an anti-ragging committee as per UGC norm and mentoring cell to safeguard students of First year. There is a system of faculty mentors two teacher-guardians are assigned for each class for counselling and supporting the students and communicating to the parents. The faculty year coordinators are accessible and approachable for any help students require. |
| Examination | All SPPU examination process of semester system, like submission of exam form, examinations (Theory - Insem Endsem, Sessional and viva) are conducted as per SPPU norm, circular and calendar by the Examination committee of the college. The exam department also perform various duties as distribution of marklists of result, updating results after revaluation process, circulating SPPU exam notices to the students, correspondences with SPPU Examination department, guiding students to fill online examination forms through their exam login created on SPPU examination link. |
| Planning and Development | SCOA is gradually equipping the academic and administration systems to uplift and maintain standards of quality of teaching-learning and to comply NAAC criteria. In IQAC meetings, issues are discussed and suggestions |

are taken for planning strategies and decentralised to the NAAC criterion coordinators. Each criterion team plan events, activities, schedule and monitor the execution process regularly. All the documentation of curriculum, co extra-curricular activities are archived systematically, and reviewed annually for improvements for later years. this year digital method was used widely for planning, development and documentation.

Administration

The academic and administrative head is the principal, a number of administrative committees unitedly perform all the duties assigned to the faculty and non-teaching staff. Non-academic committees include Admission, Affiliation, Finance, Examination, HR, Students' section scholarships, Building maintenance, where a hierarchical structure is followed. The 'Assistant Registrar', the administrative head of the college coordinate the functioning of all departments. Digital system is used wherever possible for correspondence in order to inculcate green practice of paper-less system

Finance and Accounts

The income of the college is from the fees of the students, all financial transactions are recorded through Tally 9 software making the process fully transparent and centralized guidelines by STES sharing information for audit purpose. Every year budget is prepared and approved twice by the management, and all expenditures are made as per the sanctioned amount and for big requirements after approval of the central purchase committee. There is an internal audit conducted by the STES audit committee and external audit and balance sheet is prepared by an assigned reputed firm. This year online transaction was emphasised.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|------|---------------------|--|--|-------------------|
| 2019 | Dr. Banani Banerjee | ENVISIONING INDIA 2050- | Nil | 500 |

| | | | | |
|---------------------------|--------------------------------|---|------|-----|
| | | CONCERNS OF URBAN ENVIRONMENT | | |
| 2019 | Dr. Priyamvada Nitin Chitale | ENVISIONING INDIA 2050- CONCERNS OF URBAN ENVIRONMENT | Nill | 500 |
| 2019 | Ar. Manjusha Vinay Gokhale | ENVISIONING INDIA 2050- CONCERNS OF URBAN ENVIRONMENT | Nill | 500 |
| 2019 | Ar. Priti Sunil Dhanwat | ENVISIONING INDIA 2050- CONCERNS OF URBAN ENVIRONMENT | Nill | 500 |
| 2019 | Ar. Kavita Santosh Patil | ENVISIONING INDIA 2050- CONCERNS OF URBAN ENVIRONMENT | Nill | 500 |
| 2019 | Ar.Trishna Anil Mahadkar | ENVISIONING INDIA 2050- CONCERNS OF URBAN ENVIRONMENT | Nill | 500 |
| 2019 | Ar.Anuja Rameshchandra Inamdar | ENVISIONING INDIA 2050- CONCERNS OF URBAN ENVIRONMENT | Nill | 500 |
| 2019 | Er.Dakshayani Pramod Shete | ENVISIONING INDIA 2050- CONCERNS OF URBAN ENVIRONMENT | Nill | 500 |
| 2019 | Ar.Asmita Santosh Kale | ENVISIONING INDIA 2050- CONCERNS OF URBAN ENVIRONMENT | Nill | 500 |
| 2019 | Ar.Priyanka Pankaj Chavan | ENVISIONING INDIA 2050- CONCERNS OF URBAN ENVIRONMENT | Nill | 500 |
| View File | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the | Title of the | From date | To Date | Number of | Number of |
|------|--------------|--------------|-----------|---------|-----------|-----------|
|------|--------------|--------------|-----------|---------|-----------|-----------|

| | professional development programme organised for teaching staff | administrative training programme organised for non-teaching staff | | | participants (Teaching staff) | participants (non-teaching staff) |
|---------------------------|---|---|------------|------------|-------------------------------|-----------------------------------|
| 2019 | Faculty preparation regarding implementation of new syllabus (2019 pattern) | Nil | 04/07/2019 | 04/07/2019 | 3 | Nil |
| 2019 | Nil | Training regarding SCOA admin system and about soft wares for new faculty | 04/07/2019 | 04/07/2019 | Nil | 3 |
| 2019 | ADP -Thesis guidance session for faculty (Guides) | Nil | 19/12/2019 | 19/12/2019 | 23 | Nil |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|--|---------------------------------|------------|------------|----------|
| Behavioural skills for teachers in Architecture. | 1 | 24/06/2019 | 28/06/2019 | 5 |
| Learning to teach and teaching to learning. | 2 | 26/08/2019 | 30/08/2019 | 5 |
| Communication skills for effective teaching discourse. | 1 | 23/09/2019 | 27/09/2019 | 5 |
| Sustainable Habitat funded by govt. of | 1 | 24/09/2019 | 28/09/2019 | 5 |

| | | | | |
|---|----|------------|------------|---|
| India. | | | | |
| Interacting effective and innovative methods for technical subjects in architecture | 1 | 02/12/2019 | 06/12/2019 | 5 |
| Research in Architecture. | 4 | 16/12/2019 | 20/12/2019 | 5 |
| Teaching Architecture (innovative approaches) | 2 | 27/01/2020 | 31/01/2020 | 5 |
| Habitat - Approach towards community living. | 3 | 20/01/2020 | 24/01/2020 | 5 |
| Vastushrastra: Theory concept and application | 3 | 02/03/2020 | 06/03/2020 | 5 |
| Teaching Indian Architectural history | 24 | 11/05/2020 | 15/05/2020 | 5 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| Nil | 27 | Nil | Nil |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|----------|--------------|----------|
| 9 | 4 | 2 |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

STES has appointed internal auditors, for carrying out annual audit. External audit- Financial records of the college are audited after the end of each fiscal year and are certified by appointed auditors by STES. Timely compliance is done by the college as per the recommendations.

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

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| No Data Entered/Not Applicable !!! | | |
| No file uploaded. | | |

6.4.3 – Total corpus fund generated

10511419

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|--|----------|---|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | Nil | No | Nil |
| Administrative | Yes | M/s K.S. Mali Co. chartered Accountant FRM -105909W | Yes | STES Internal Auditor -Prashant Keskar |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1. Parent teacher meetings are organized for undergraduate classes regularly 2. feedback as stakeholder for college development is taken into consideration 3. parents are invited to exhibition and helping in publicity of reputation of college

6.5.3 – Development programmes for support staff (at least three)

1. College sponsors and allows duty leave to the faculty members to attend FDP organised by COA-TRC and other organisations and to participate in conferences to present research papers and motivate to join MOOC in NPTEL swayam 2. College supports and allows duty leave to the administration staff members to attend skill-development workshops organised by STES, SPPU 3. Guiding session by the Senior faculty for junior faculty members are arranged successfully.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Developing teaching pedagogy for architecture in form of outcome based teaching-learning through systematic and objective parameters 2. In-house FDP by senior faculty members to the junior teachers 3. Attempting for Quality enhancement in teaching, learning, administration holistically

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF | No |
| c) ISO certification | No |
| d) NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|--|-------------------------|---------------|-------------|------------------------|
| 2019 | Result improvement drive: Practice tests and inter divisional juries initiated for | 09/08/2019 | 14/08/2019 | 16/08/2019 | 116 |

| | | | | | |
|------|--|------------|------------|------------|----|
| | improvement in sessional work, more exposure for students and also for parity within four divisions. | | | | |
| 2019 | Research promotion: conference organised motivating faculty to contribute as well as students' by publishing best of their research papers of curriculum for the first time. | 26/12/2019 | 24/01/2020 | 25/01/2020 | 68 |
| 2019 | MOOC: Faculty members are encourageg to attend online courses on SWAYAM NPTEL portal SCOA is registered as local centre. | 26/12/2019 | 03/02/2020 | 03/02/2020 | 28 |

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|-------------------------|-------------|------------|------------------------|------|
| | | | Female | Male |
| Nirbhaya kanya yojana | 10/01/2020 | 10/01/2020 | 10 | Nil |
| Women's day celebration | 11/03/2020 | 11/03/2020 | 30 | Nil |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

1. Tree plantation drive

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|--|--------|-------------------------|
| Physical facilities | Yes | Nil |
| Provision for lift | No | Nil |
| Ramp/Rails | Yes | Nil |
| Braille Software/facilities | No | Nil |
| Rest Rooms | Yes | Nil |
| Scribes for examination | No | Nil |
| Special skill development for differently abled students | No | Nil |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|------|--|--|------------|----------|---|---|--|
| 2019 | Nil | 1 | 18/12/2019 | 7 | Identify and provide solutions to the urban area of Katraj. | Traffic issues, parking issues, pedestrian safety at main crossings | 42 |

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|--|---------------------|---|
| Academic code of conduct for students-SCOA charter | 17/06/2019 | Attendance of students: Record was maintained meticulously and every month report was sent to parents through online identifying defaulter students giving opportunities to improve. Academic performances: status of submissions of assignments progressively conducted and informed parents clearly stating |

the attendance record and academic performance of the student in all the subjects indicating likely eligibility for granting of term and detention for sessional viva-voce examination of SPPU. Undertakings with parents' signatures were collected before study tour. Anti-Ragging committee was vigilant for prohibiting nuisances and mentoring cell guided the first year students.

| | | |
|---|------------|---|
| Code of Conduct For Teachers (As Per STES SCOA Circulars) | 03/06/2019 | <p>Punctuality of faculty members is maintained through biometric records. The leaves are sanctioned as per norms of the institution. Teachers are granted with leave for attending conferences, FDP and going as resource person. In case of absence of availability of faculty, replacement is made by the Division coordinators instantly, so that teaching is not affected. Faculty coming late, early leaving and going out during college hours are noted in the movement register. Monthly faculty meetings are conducted regarding attendance and performance of the students and various problems and issues of academics and administration are resolved effectively.</p> |
|---|------------|---|

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|-------------------------------|---------------|-------------|------------------------|
| 1.Oath taking ceremony | 05/09/2019 | 05/09/2019 | 120 |
| 2.Election awareness campaign | 18/02/2020 | 18/02/2020 | 50 |
| 3.Marathi day celebration | 20/02/2020 | 20/02/2020 | 40 |
| 4.Alumni meet | 22/08/2019 | 22/08/2019 | 49 |

| | | | |
|-------------------------------|------------|------------|----|
| 5.Convocation ceremony report | 06/02/2020 | 06/02/2020 | 72 |
| No file uploaded. | | | |

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1.Optimum use of electricity: Switching off electricity Notices 2.Poster for sustainability made by students: part of Landscape subject 3.Green practices: paper less communication, 4.Exhibition: Encourage reuse of material

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1 Title of the Practice: Annual Exhibition of Students Work Goal: To nurture the culture of producing quality works amongst the students and faculty of architecture, which could be displayed for everyone to see and know about the academic, co and extra-curricular activities of the college. The Context: Students of architecture are required to get exposure to creative and artistic activities, team work, rational thinking and execution of the given work apart from the curriculum delivery. The college provides the platform to showcase their talents, involvement and helps to bring out their inner strength required for character building. The practice: Annual exhibition is being organized in the college since its inception. The exhibition is a permanent gallery along the corridors and lobby of each floor, staircase to display their works. The exhibition is open for visitors, students from other colleges and aspirants throughout the year. Every year exhibition is updated with new works on the panels with the coordination of teacher-students team of Susamwad. The exhibition has two parts main part is the permanent display and the second part is the theme-based interpretation panels for competition to motivate students.

The theme panels give the students the opportunities to express their innovative ideas and bring out the creative expressions. In permanent gallery, best works of the students are displayed year wise to give a glimpse of the academic excellence, an inspiration for the students to perform better every year and upgrade themselves. The exhibition is inaugurated by a chief guest, who is mostly a prominent architect or a person who has immense contribution in the field of architecture. The parents, alumni and other architecture colleges in the city are invited to attend the event. The Annual Exhibition of SCOA was inaugurated on 16th of January,2020. The chief guest Ar. Ravi Gadre and the Guest of Honour Ar. Vikram Hundekar inaugurated the event. Each division of B. Arch. was given a theme to interpret, namely, Architecture, Technology, Ecology and Cities for their respective floors and Division D won third time in a row. A photography competition was held, the winners were announced by the guests. The guests enriched students and faculty by presentation of their works and the event was followed by prize distribution ceremony. Evidence of Success: The exhibition gives the students feeling of accomplishment. It revives their energy towards performing better. Parents also see a range of good works and boost the confidence of the students to fulfil their dreams. Problems Encountered and Resources Required: The maintenance of display is the main concern which is taken care of by the exhibition team of Susamvad and the supporting staff regularly. The budgetary allocation is considered to take care of annual exhibition. Best practice 2 Title of the Practice: Annual Study Tour Goal: The students of architecture require getting real experience of various physical context, its socio-cultural variants and architectural practices, which help them to understand design considerations for buildings responding need of user and sensitive to the society and environment. The Context: It is necessary to acquire knowledge of designing buildings in varied climatic zones for the architecture professionals and also recommended in the syllabus. Hence, students visit to places of varied cultural and climatic diversities and design

projects in that area responding to the context. The Practice: Every year, study tours are conducted for all students accompanied by faculty members from First year to Fourth Year B. Arch. and for First year M.Arch to various places in India and abroad. 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 areas in Fourth year. The study is divided into four parts: Pre-study tour knowing about the area and context, Survey and study during visit, Post-study tour report, presentation documentation, Architectural Design project in context. The B. Arch. study tour details of the academic year 2019-20 are as follows: the first year tours of four divisions were within the state of Maharashtra in Doyapada, Amba, Vetli, Murbad. The Second year study tour places were Madhya Pradesh Pondicherry Ahmedabad and Rajasthan. Third year study tours were conducted in Madhya Pradesh, Pondicherry, Kochi and in Hyderabad. In Fourth year, one-day tours were conducted in urban areas near Pune as in Karad, Khopoli and Navi Mumbai. Evidence of Success: The output of the Architectural Design studio witnesses varied approaches of building design like spatial attributes, local materials and architectural features within the context of natural and cultural ethos. Problems Encountered and Resources Required: All tours are organized by the management approved tour agents and to reduce financial burden of students, brief and focused tours are designed.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://drive.google.com/file/d/15qeUp2KSFYv-VKa0LqatdbEFY52FAT9U/view>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

7.3 Institutional Distinctiveness Vision of the institute focuses on the transparent, conducive and collaborative work environment. We do consider that education system should not be mere collection of information, rather needs to be human-making to enable students to be aware of self and the real world. Education refers to a wide spectrum of activities where students avail opportunities to develop their abilities in a holistic manner to develop generic skills, application skills, soft skills or life skills. Participation of the student in co curricular and extracurricular activities helps to enhance all rounded personality in future. We have prepared an enriched and blended teaching-learning strategy for holistic development of learners in a conducive academic environment where expert educators would prepare learners for life to make them socially, intellectually and emotionally tolerant and sensitive. In accordance with our vision and mission, policy for teaching-learning focuses on following quality assurance outcome-based education system towards making of multidisciplinary knowledge hub as recommended for single institute knowledge-cluster as recommended in the National Education Policy 2020: 1. Conducive Academic Environment: • State-of the art physical infrastructure • innovative, transparent, balanced, collaborative work culture and leadership skills • to learn, demonstrate and progress • employability and self-entrepreneurship 2. Academic Excellence • Competent faculty • experiential, participative and problem-solving teaching-learning system • analytical thinking, critical reasoning, research experiences • rational, appropriate and continuous evaluation • feedback for concurrent quality enhancement • associations and collaborations for exchange of ideas, knowledge and skills 3. Holistic Development of the students: • co-curricular, extra-curricular, social activities 4. Ethics and Values • committed to inculcate a Value System among Students • academic programmes, institutional management practices and in co-curricular and extra-curricular activities 5. Social Responsibility: • to

experience 'real world' challenges associating with social welfare activities in building the nation

Provide the weblink of the institution

<https://drive.google.com/file/d/15qeUp2KSFYv-VKa0LqatdbEFY52FAT9U/view>

8.Future Plans of Actions for Next Academic Year

Education refers to a wide spectrum of activities where students avail opportunities to develop their abilities in a holistic manner to develop generic skills, application skills, soft skills or life skills. In accordance with our vision and mission, we have prepared an enriched and blended teaching-learning strategy for holistic development of learners in a conducive academic environment where expert educators would prepare learners for life to make them socially, intellectually and emotionally tolerant and sensitive. The long term policy for teaching-learning would be achieved by short term policies of quality assured outcome-based education system towards making of multidisciplinary knowledge hub as recommended for single institute knowledge-cluster as recommended in the National Education Policy 2020.

1. Long-term policy: Conducive Academic Environment: Short term policies
 - Upgradation of infrastructure particularly internet facilities for online teaching during pandemic
 - innovative, transparent, balanced, collaborative work culture and leadership skills
 - to learn, demonstrate and progress
 - employability and self-entrepreneurship
2. Long-term policy: Academic Excellence Short term policies
 - Systematic curriculum delivery strategy
 - Pre-planned teaching calendar
 - Regular monitoring and remedial measures
 - Competent faculty
 - experiential, participative and problem-solving teaching-learning system
 - analytical thinking, critical reasoning, research experiences
 - rational, appropriate and continuous evaluation
 - feedback for concurrent quality enhancement
 - associations and collaborations for exchange of ideas, knowledge and skills
3. Long-term policy: Holistic Development of the students: Short term policies
 - co-curricular, extra-curricular, social activities inclusive with curriculum
4. Long-term policy: Ethics and Values Short term policies
 - Inculcation of basic values through teaching-learning (Integrity, ethics, hard-work, responsibility solidarity
 - Social Responsibility:
 - to experience 'real world' challenges associating with social welfare activities in building the nation
5. Research and life-long learning
 - Conferences, FDP, Competitions