



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Sinhgad College of Architecture
• Name of the Head of the institution	Dr.Banani Banerjee
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	02024351439
• Mobile no	9975706561
• Registered e-mail	principal.scoa@sinhgad.edu
• Alternate e-mail	scoa@sinhgad.edu
• Address	S.No 44/1,Vadgaon BK,Off Sinhgad Road
• City/Town	Pune
• State/UT	Maharashtra
• Pin Code	411041
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Self-financing				
• Name of the Affiliating University	Savitribai Phule Pune University, Pune				
• Name of the IQAC Coordinator	Ar. Priyanka P. Chavan				
• Phone No.	02024351439				
• Alternate phone No.	9975706561				
• Mobile	9822875750				
• IQAC e-mail address	principal.scoa@sinhgad.edu				
• Alternate Email address	scoa@sinhgad.edu				
3. Website address (Web link of the AQAR (Previous Academic Year))	https://drive.google.com/file/d/1PnzMxShR_HZ_wRccSz8GxD10iNzXnAgB/view				
4. Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://cms.sinhgad.edu/architecture-scoa/scoa/post-accreditation-naac/academic-year-21-22/academic-calendar.aspx				
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.43	2018	02/11/2018	02/11/2023
6. Date of Establishment of IQAC			07/09/2017		
7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
Nil	-	-	-	-	
8. Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	2
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<ul style="list-style-type: none"> • Quality hybrid teaching-learning process. 	
<ul style="list-style-type: none"> • The institute organized an online conference to support academics in their research paper writing. 	
<ul style="list-style-type: none"> • Students participate in field research in encouraged to gain some real-world experience 	
<ul style="list-style-type: none"> • Introduced Add-on courses for increasing employability. 	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	
Plan of Action	Achievements/Outcomes
Encourage research philosophy	Publication of students' research work, Online conference.
Exhibition of students work	Best work of students was exhibited in classrooms for reference.
Documentation and archiving	Virtual study tour report and magazine published.

13. Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <thead> <tr> <th data-bbox="86 427 769 490">Name</th> <th data-bbox="774 427 1473 490">Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 497 769 557">College Development Committee</td> <td data-bbox="774 497 1473 557">22/07/2022</td> </tr> </tbody> </table>	Name	Date of meeting(s)	College Development Committee	22/07/2022	
Name	Date of meeting(s)				
College Development Committee	22/07/2022				
14. Whether institutional data submitted to AISHE					
<table border="1"> <thead> <tr> <th data-bbox="86 656 769 719">Year</th> <th data-bbox="774 656 1473 719">Date of Submission</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 725 769 786">2022</td> <td data-bbox="774 725 1473 786">22/12/2022</td> </tr> </tbody> </table>	Year	Date of Submission	2022	22/12/2022	
Year	Date of Submission				
2022	22/12/2022				
15. Multidisciplinary / interdisciplinary					
<p>NEP2020 guidelines emphasizes on multidisciplinary and holistic learning approach in the wake of rapidly changing knowledge landscape of the world. HEI clusters/Knowledge Hubs as envisioned would help to build vibrant architect fraternity of scholars and peers, enable students and faculty to become well-rounded across specialized disciplines including art, science, cultural, sports through cross-disciplinary research increasing resource efficiency. Architecture inherently encompasses combination of both art and science with multidisciplinary approach of education. At SCOA, we strive to provide students with a comprehensive, multidisciplinary education of technology, humanities and environment in an integrated way. The assignments are made to feature more imaginative and flexible curricular structures that will allow for logical yet innovative interdisciplinary study combinations. Additionally, students acquire practical skills through hands-on workshops and site visits, and soft skills as necessary for becoming sensible and responsible professionals. The curriculum also includes audit classes and assignments in value-based education, environmental education, and community service.</p>					
16. Academic bank of credits (ABC):					
<p>This is a new concept of Credit Based system envisioned in NEP 2020 and introduced in architectural education, to help in seamless integration of skills and experience enabling students mobility of transferring earned credits from one to another institute. Students are going to be part of ABC service of SPPU by creating individual ABC-id or by registering through National Academic Depository (NAD). This system would benefit students in academic flexibility</p>					

of learning anywhere and with multiple entry and multiple exit facilities, to choose own learning path and pace, transparency and would be recognized for learning achievements by providing them final outcomes of credit redemption, issuance of certificates and compilation of award records. This system would offer students to pursue various electives from different domains in architectural education. As it is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey, it will enable students to open their accounts and give multiple options for entering and leaving colleges or universities.

17.Skill development:

Architectural education encompasses development of various skills in order to contribute in making of environment and user friendly built form. In order to develop professional capabilities, COA emphasized on communication skills through digital media for graphical and analytical tools and entrepreneurship skills. In addition to these, various skills are needed to acquire for enabling a competent professional architect. Opportunities are provided in the institute for developing Leadership skills to plan, organize, taking decisions, solving problems and for being sensitive to other members through academic and co & extra-curricular activities. Various group assignments in design, history of architecture, building technology and services are formulated with a team leader for each group. Various events and activities are organized collectively to acquire artistic skills and life skills as stated in NEP2020 as cooperation, teamwork and responsibility. Architecture is inherently embedded with basic requirement of acquiring creative skills, trained in design studios in all five years by competent faculty. The role of architects in the society is to remain connected to the user and environment, communication skills in terms of verbal, writing and listening are taught in the first year of the course. Training is given through hands-on workshops to develop vocational skills.

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

"Knowledge of India" includes knowledge from indigenous and traditional ways of learning from ancient India, its contributions to modern India, its successes and challenges in all fields including architecture as stated in NEP2020. Appropriate integration of Indian knowledge system in mainstream education in architecture is needed to be explored with a broad vision rather than narrowing down to follow directly as seen or stated in literature. The curriculum includes study of this topic by introducing a wide range

of subjects like ' history of architecture' to learn regional variations of diverse socio-cultural conditions, Climatology to learn about traditional building systems and its effect on living conditions, electives and in researches. The Study tours are conducted for first to third year students of undergraduate course, focusing on study of built form with respect to time, space and people. There are researches carried out on traditional and indigenous knowledge system in higher years of undergraduate course and postgraduate course of architectural conservation regularly in the institute. appropriate application of traditional knowledge system in architectural education assures to provide a sense of identity and belonging, appreciation of expression and cultural understanding.

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

OBE is a student centric flexible and dynamic educational approach which aligns each part of the education system around predetermined goals or outcomes. The institute follows curriculum of SPPU and OBE approach in syllabus of architecture course was based on six indicators of Programme Educational Objectives (PEO) as Theoretical Base, Knowledge & Skills, Values, Research, Practice & Ethics and Changes & Diversification and eight indicators of Programme Outcomes (PO) like Knowledge, Principles & theory, Creativity, Practice, Collaborative working, Inclusivity, Technological knowhow and Ability to choose Area of Specialization. The subjects are grouped into five types as COA suggested, like Professional Core courses, Building Sciences and Applied Engineering, Professional Elective, Professional Ability Enhancement courses, and Skill Enhancement courses. Based on SPPU and COA visions, institute has detailed Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course Outcomes (CO) for mapping and attainment. Bloom's taxonomy of learning in six levels in the order of knowledge, comprehension, application, analysis, synthesis and evaluation are considered while framing the expected outcomes at each level of the program, to be acquired by every student. NEP2020 has given accreditation through policies of educational and learning outcomes.

20.Distance education/online education:

Online learning has taken centre stage in education system across the world as a result of the Covid-19 outbreak since March 2020. Government regulations mandated educational institutes to follow, SCOA carried out teaching-learning initially in online mode and later in hybrid system accordingly. The experiences of two and half years widened the mindset of acceptance of new methods, yet few overviews are necessary to be shared. Online learning made it

possible for students to attend classes from any location and for institutions to connect a large network of students without regard to time or geography. Students could get answers to their questions through forums or live chats while remaining at home in safety and comfort. India has a wide economic split; many people still had difficulty accessing online schooling because of problems with power supplies, internet connectivity, and the cost of necessary equipments. Architectural education is entirely based on interactive face-to-face teaching-learning system as long discussions on academic works with a team of teachers occur in design studios. Hence, online system is unable to substitute conventional classroom teaching for major subjects of architecture. Online education could be a viable alternative for partial fulfillment of the course.

Extended Profile

1.Programme

1.1
Number of courses offered by the institution across all programs during the year

3

File Description	Documents
Data Template	View File

2.Student

2.1
Number of students during the year

707

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

341

File Description	Documents
Data Template	View File

2.3
Number of outgoing/ final year students during the year

176

File Description	Documents
Data Template	View File
3.Academic	
3.1 Number of full time teachers during the year	41
File Description	Documents
Data Template	View File
3.2 Number of sanctioned posts during the year	67
File Description	Documents
Data Template	View File
4.Institution	
4.1 Total number of Classrooms and Seminar halls	29
4.2 Total expenditure excluding salary during the year (INR in lakhs)	148.61
4.3 Total number of computers on campus for academic purposes	140

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution ensures to set a benchmark in curriculum delivery, focusing on quality-centric enhancement in post NAAC accreditation period, which includes a planned stage-wise system and documentation of outcome at each progressive level. The institute has adapted the system like:

- The B. Arch. Department is decentralized internally

into four divisions with an equal number of students and faculty in each division. In addition, five-tiered curriculum delivery system adapted of Principal, HOD, Division, Year and Subject Coordinators.

- The teaching load is distributed to the faculty as per their expertise, experience and preferences. The junior teachers initially associate seniors to learn methods of teaching, reviewing and remedial measures for defaulters and keeping records.
- Teaching methodology focuses on majorly three parameters as, theoretical, practical or demonstration of projects and research for most of the subjects with variations of weightage.
- The parity of all divisions is maintained by preparing similar Session and Lesson Plan in each term and reviewing in monthly meetings. The diversities of student-centric teaching are demonstrated through interactive, innovative and experiential curriculum delivery by each faculty.
- Documentation of progressive status and selected academic works of students are carried out at end of semester.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	NIL

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

SCOA adheres to the Academic Calendar prepared by SPPU for dates of commencement and conclusion of each term and schedule for theory and sessional examinations. To prevent overlaps, teaching schedule for each class for each semester for each subject is prepared, with all internal progressive evaluation dates as submission and jury for all subjects, examinations, co and extracurricular activities, and holidays.

- For systematic progressive assessment, each semester is divided into four quarters of one month each. The monthly review meetings are conducted with all faculty members to monitor status of completion of teaching content as per syllabus, status of completion and quality of students' academic work, attendance status, etc. The lacunae are identified and measures are taken for concurrent quality enhancement throughout the semester.
- Monthly meeting digital progress reports are sent to parents and discussed at Teachers-Parents (PTA) meetings. Feedback is taken into account to improve the system.
- Remedial classes are conducted for the students for nonperforming students by Mentor-mentee system of each class, and records are maintained.
- SPPU mandated in-semester and end-semester exams, college conducts practice exams, question banks are shared

with students, viva/ jury sessions are conducted to improve quality of performances.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	NIL

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

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

1.2 - Academic Flexibility

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

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

7

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

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

2

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

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

71

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

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

The study of architecture inherently encompasses a broad range of knowledge from art and science of construction of built form for human and other users. Hence, a harmonious relationship between inhabitants and society is always remaining central in architectural education and profession. The course covers a wide range of topics imparting knowledge on environmental sustainability, professional ethics and human values. • History of Architecture, taught in initial three years of the course, covers study of humanity and architectural development with reference to time space and people. It focuses on linkage between architecture and socio-cultural context from the ancient civilization. • Climatology, Environmental Science, Landscape architecture subjects address sustainable approach of architectural design of built form and nature. Study of climatology enables students to understand climate responsive

sustainable design strategy and concept of energy efficient traditional and advanced systems. • Professional Practice acquaints student about the role and status of an architect in the society, and understand the duties, liabilities and ethics as a sensible and responsible professional. • In Architectural Design, knowledge of all subjects gets culminated to manifest the best for the human and environment.

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

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

783

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

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

174

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

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students
Teachers
Employers
Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	http://cms.sinhgad.edu/architecture-scoa/scoa/post-accreditation-naac/academic-year-21-22/feedback-responses.aspx
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	No File Uploaded

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

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

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	https://drive.google.com/file/d/13F-EcZBchXyfgnAW5geqObfLGpr5l5KG/view

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

121

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

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

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

50

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

2.2 - Catering to Student Diversity

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

The slow and advanced learners are identified from both regular monitoring of academic performances and attendance and from progressive monthly review. At each progressive level, slow learners or non-performing as per expectation students and their parents are informed, PTA and counseling with mentors assigned for twenty students are conducted. Due to the COVID-19 pandemic situation, online teaching-learning was conducted for the first term and offline studios were conducted for the second term of academic year 2021-22. Throughout the semester subject faculty identified advanced and slow learners through progressive review of attendance status (overall and subject-wise) and academic performances based on regularity of assignment completion, submission and qualities, mid-term and end-term markings in all subjects. Remedial measures as extra lectures and studios were conducted to complete the remaining works and upgrade the quality of assignments by the initiatives of faculty. For advanced learners, institute recommends to participate in local, national and international design, research and quiz competitions, add-on courses and workshops. Incentives given as research papers are published in Shodh Sankalp (SCOA publication), academic works are exhibited in college exhibition gallery and

uploaded in social media platforms. Students are selected for various portfolio coordinators of Susamwad co-curricular & extracurricular activities.

File Description	Documents
Paste link for additional information	nil
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
707	67

File Description	Documents
Any additional information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Faculty members make efforts in making learning architectural subjects interactive by adapting student-centric methods as experiential and participative learning. Experiential learning practices to improve creativity and cognitive levels of the students are achieved in architectural design, building technology and services subjects through exploratory methods. Project selection, case study research and concept articulation and presentation till finalization of assignments are potential stages for demonstrating experiential and creative abilities in architectural design subject. Institute provide effective platforms to make learning interactive by motivating student participation in group assignments, discussion and analysis, juries, subject quiz, workshops etc. are organized by faculty members in the college. Beyond the classroom activities for participative learning are extended by conducting study tours, site visits and interaction with experts, market surveys, etc. to know the latest knowledge in the field. Institute organizes expert lectures on different topics, motivates to participate in design, research and other competitions and present their work which would help students to build confidence of facing an audience. Subjects like Architectural Design and Research are designed with opportunities for identification of challenges and finding

solutions, taking into consideration of realities in the profession, so that students get equipped to practice after completion of education.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

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

In the view of pandemic situation, online teaching-learning was conducted for the first term and offline studios were conducted for the second term of academic year 21-22. During the online classes, elaborate presentations of every topic along with all the relevant and appropriate videos, notes and references were shared with all the students. A list of e-books was also shared. Also, extra remedial online meet sessions were conducted for the students whenever they required it, regarding any specific topic or subject. During offline studios, various presentations, videos, short documentary movies, etc were shared in Av room. During one-to-one discussion, various references from internet and online links were shared for them to access the required data. Specific information or data from students is also collected via tools like Google Classroom, where data is collected in an organized manner for each student.

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

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

2.3.3.1 - Number of mentors

44

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

2.4 - Teacher Profile and Quality

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

67

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

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

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

5

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

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

2.4.3.1 - Total experience of full-time teachers

300

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

2.5 - Evaluation Process and Reforms

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

- Internal academic assessment in the institute is based on regularly, timely completion and submission, expected quality of assignments. Progressive assessment is carried out with markings given to regular, mid-term and end-term performances for sessional subjects and tutorials, practice test for theory subjects. This method is adapted to ensure regularity of attendance and submission of works and to give justice to the deserved students working with expected quality under faculty's guidance.
- The status of assessment markings are discussed by the subject faculty with students for completion and improvement of quality. Monthly / quarter digital report is shared with students and parents, through WhatsApp group of each class as testimony of maintaining transparent system. Parents of critical students are informed separately through phone calls to meet and sharing details of their status.
- Based on robust, meticulous and systematic records and lacunae of teaching-learning are found out and remedial measures to adapt.

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

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

All the examinations are conducted by SPPU except Insem, which is conducted at the college level on 30% of total marks of theory subjects. This year due to the COVID-19 pandemic situation, a hybrid system was adapted, online in the first term and offline in second term. Online examinations were conducted at college level, using Google forms with MCQ and Google Classroom links for Tutorial submissions. Grievances related to internet availability if reported by the students in online examinations were immediately and

efficiently resolved by Chief Examination Officer (CEO) of institute either by allowing extra time or conducting special examination if required. Such anticipated problems were tackled by conducting practice tests and question banks were shared prior to examinations. In second term, offline regular Insem examinations were conducted at college level, question banks were shared with students and practice tests /mock tests and extra lectures were conducted before the examinations. For Endsem SPPU examinations, any grievances reported by students regarding discrepancies or understanding, immediately were conveyed to the subject chairperson appointed by SPPU. The decisions were then communicated to the student by the efficient faculty members of the examination department of the institute.

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

2.6 - Student Performance and Learning Outcomes

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

The institute offers undergraduate program of B.Arch. and postgraduate courses of two disciplines under the affiliation of SPPU. POs, PSOs COs are the indicators for mapping and attainment of learning of students in OBE in the institute. Program Outcomes (POs) represent the knowledge, skills and attitudes the students should have at the end of their respective program as five-year course of B.Arch. or two-year course of M.Arch. of two disciplines which institute offers. Program Specific Outcomes (PSOs) are statements that defines outcomes of a program which make students realize the fact that the knowledge and techniques learnt in their respective course has direct implication for the betterment of society and its sustainability. Course Outcomes (COs) gives the resultant knowledge and skills the student acquires at the end of respective course. As institute follows curriculum of SPPU for all three courses, basic COs for all subjects are framed by subject experts syllabus committee nominated by BOS of architecture. Institute also framed its POs, PSOs and COs which are displayed at prominent places like main entrance, office lobby etc. and on website. The COs and their mapping with POs and PSOs are elaborately discussed by faculty in institute for implementation.

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

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

The level of attainment of POs , PSOs and COs are measured using following methods throughout the term of the academic year. SCOA follows two different strategies to validate Outcome Based Education through direct and indirect methods. In the first stage, COs indicators are formulated on the basis of Bloom's Taxonomy, and mapped relating to POs and PSOs through progressive evaluation of attainment level of each student for academic and attendance performances through reviewing status in monthly meetings in each term. Faculty prepares year/class-wise academic schedule following Academic Calendar of the affiliated university, session and lesson plans for all subjects, maintain the schedule and indicators for evaluating. The slow learners/non-performing students are identified for remedial measures for achievement of attainment at required level. The strength of this process is observed through increment of passing percentage of the students. In the second stage, Outcomes are validated through examination system. Feedbacks from all the stakeholders in this respect are taken for further improvement of the system. The indirect method includes number of students achieved placement and for persuasion for higher degrees.

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

2.6.3 - Pass percentage of Students during the year

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

135

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	https://drive.google.com/file/d/15fwiLXiAQ8G7JDh5TYgn_KztRTydDK90/view

2.7 - Student Satisfaction Survey

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

https://drive.google.com/file/d/108dRWLAWhCCUeMlyZC4U-zkGfLqV_i6Q/view

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

2.0

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

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

3.1.2.1 - Number of teachers recognized as research guides

30

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

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

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

1

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

3.2 - Innovation Ecosystem

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

The institute has created an ecosystem for faculty and students for carrying on researches exploring various innovative architectural and interdisciplinary topics. In final term in each program, students explore various innovative and appropriate topics for subject of architectural design project or thesis and demonstrate their best efforts contributing to knowledge under faculty guides. Innovative initiatives for training junior faculty for becoming eligible guides, a series of sessions are conducted by experienced faculty. SCOA recruits eligible and competent faculty for development of skilled human resource for taking initiative for creation and transfer of knowledge. Institute research cell motivates students and faculty to carry out researches and participate in research competitions under DCUD of SPPU and to participate in national and international level conferences for presenting and publishing research articles. Student research work is published in institute publication named, "Shodh-Sankalp". Lecture was arranged on the importance of IPR and ethical practices

for research & innovation. In collaboration with SPPU, PG research seminar organized, in association with COA, TTP organized. SCOA have signed MoU with organizations in the fields related to architecture and research as PCERF, which supported as a knowledge partner for the national conference organized by SCOA in January 2022.

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

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

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

30

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

3.3 - Research Publications and Awards

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

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

4

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

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

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

2

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

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

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

25

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

3.4 - Extension Activities

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

SCOA is conscious about its responsibilities for shaping students into sensible and responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Tree Plantation, Plastic eradication, Blood donation camps, Voters awareness, visit to old-age homes and orphanages, beautification of city and schools for economically backward children, heritage conservation and so on. All these mentioned activities have positive impact on nurturing student-society relationship, leadership skill, self confidence and also help in cultivating hidden personality and holistic development of students. The student volunteers with faculty coordinators initiate and conduct various extension programs as Swachh Bharat initiatives, tree plantation in the campus by students and faculty, environment

day celebration and collection of plastic waste for recycling, donation drive for collecting used/unused clothes, utensils and food grains for flood affected and other needy people. Programs on women empowerment under Nirbhaya Kanya Yojana of SPPU, creates awareness among girl students about their rights, and among boys sensitivity towards problems of women, leading to decreasing of gender bias and patriarchal prejudices. Students and faculty members are encouraged to participate in seminars, webinars and workshops organized by various organizations working for the welfare of society for updating of knowledge.

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

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

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

7

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

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

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

10

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

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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

494

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

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

4

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

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

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

4

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Institute has physical facilities for teaching-learning as per norms of COA. The infrastructural facilities for academic delivery are provided in two basic categories, firstly, spaces required for teaching as studios, the main area for architectural institutes where teaching-learning by a team of faculty members occur for major time in each day. The studios are equipped with workstations with drawing boards and lockers, large tables for student-teacher discussions and large pin-up boards for conducting design juries periodically. The classrooms are equipped for carrying out theory lectures with LCD and screens. There are spaces for accommodating large number of students for special lectures as seminar / assembly halls and multipurpose hall. These spaces are provided with Wi-Fi provision, amplifiers, speakers, etc. The second category includes spaces for enhancement of teaching as construction yard, department library, material museum, model making lab, surveying lab, environmental lab, computer labs etc. The online access to central library is available to students through their login during Covid 19 pandemic to refer lecture notes, reference material etc. College also has NASA room, and separate common rooms for girls and boys. Faculty cubicles, cabins for principal and HODs, administrative spaces as examination room, store room, etc. are provided.

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

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

Sinhgad College of architecture is situated in campus of approximately thirty-five hectare area of Sinhgad Technical education society at Vadgaon Budruk Pune. The campus was established in 1993, houses many institutes, hostels for girls and boys, staff quarters etc. and is equipped with adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, etc. The amphitheatre which is located nearly at the center can accommodate few thousands of spectators, where annual inter-college cultural festival NEON is organized for various competitions as Mr. and Miss Sinhgad, Fashion show, dance, singing and street play. Annual rock show which is very popular amongst students is held in large school ground in the campus. The Freshers' welcome function 'Carnival' for first year is arranged in the large parking ground in the campus with various events, food stalls and games. Annual sports tournaments or 'Karandak' for various games like Cricket, Volleyball, Basketball, kabaddi, athletics happens in the campus cricket and other grounds. Facilities are provided for Indoor games like Chess, Badminton, table tennis, etc. There are gymnasium and swimming pool located in the campus. The students celebrate World Yoga day in the college multipurpose hall.

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

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

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

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

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

148.61

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

4.2 - Library as a Learning Resource

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

SCOA central library is using "Autolib" library Automation software from 19/11/2005. Software tools used at client end Windows 95/98/NT4.0/windows 2000. The students are given with OPAC (Online Public Access Catalogue) facility where students can check availability of books, CDs, Thesis reports, students work, institute publication bound, volumes & journal articles. Students can search along with facility where they can search title/Author/ subject/publisher/keywords from book, CD, Thesis, students Work, Institute publication, bound, volumes & journal articles. A report of user in /out report can also be generated. Students and faculty can take out various reports like Accession wise, title wise, subject wise, collection material type wise, year wise as per requirement. A report of individual member usage can be generated.

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

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources A. Any 4 or more of the above

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

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

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

0.98

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

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

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

89

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

4.3 - IT Infrastructure

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

Inside the building, there are two computer labs, one for B. Arch and the other for M. Arch. And the labs are equipped with scanner, printers, which could be used by the students. Total numbers of computers in working condition are 128 for B. Arch and 26 for M. Arch. All computers are updated with latest operating system, antivirus software and latest software as per the syllabus requirements.

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

4.3.2 - Number of Computers

140

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution C.10 - 30MBPS

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

4.4 - Maintenance of Campus Infrastructure

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

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

442.64

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

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

STES Vadgaon campus, where Sinhgad College of Architecture is located, is monitored and maintained by the staff of estate office like safety aspects, utilization of resources and maintenance of infrastructure. All facilities needed for extracurricular activities are available in campus like amphitheatre, sports ground, indoor sports facilities, swimming pool, multipurpose hall, and maintained by the estate office. At institute, a team comprising of supporting staff supervised by administrative and technical personnel look after maintenance and utilization of physical, academic and support facilities. The computer labs are supervised by the computer technician for new requirements and repairs of equipments, allotment of labs and computers, and to keep records of the same. A nonteaching staff who is in-charge of building maintenance monitors the utilization of physical, academic and support facilities. Daily cleaning and maintenance is allotted to supporting staff separately for each floor of B.Arch. building and M.Arch. building.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

393

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

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

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

0

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

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

A. All of the above

File Description	Documents
Link to Institutional website	http://cms.sinhgad.edu/architecture-scoa/scoa/post-accreditation-naac/academic-year-21-22/student-support.aspx
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

175

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

175

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

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

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

91

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

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

5.2.2.1 - Number of outgoing student progression to higher education

13

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

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

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

31

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

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

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

03

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

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

The students' representation and engagement in various administrative, co-curricular and extracurricular activities are categorized at three levels. The first level is the students'

council as per the directives of SPPU, comprised of Principal, meritorious students, representatives of sports, cultural and castes, coordinated by Student Development Officer (SDO) for organising events as per SPPU instructions. Sinhgad Students' Council (SSC) of STES campus is the second level, is comprised of the President, Vice-presidents, Secretary, Treasurer, Foreign student's representative and 14 Council members, which provides a platform for students to showcase potential qualities in a larger platform. SCOA student and faculty representatives in SSC coordinate all central activities as well as arrange exclusive activities at the institute level. SCOA focuses on all-round development of the students along with academics. The institute has an exclusive student-teacher association named Susamwad for coordinating academic, co-curricular, extra-curricular and administrative activities for students. The student representatives for all portfolios are elected by the students (this year nominated by faculty) and with faculty coordinators, an event calendar for each term is prepared and implemented accordingly. The students are also part of Anti-Ragging and Grievance committees.

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

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

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

8

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

5.4 - Alumni Engagement

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

Alumni Association of SCOA was established in 2004, the same day as the very first batch entered the final year of B. Arch. course and registered in 2018. To maintain the bond between institute and alumni, various interactive sessions and lectures are organized for sharing their knowledge and expertise to current students. This year lectures were conducted by alumni of all three departments to give exposure to the existing students on opportunities and challenges of the profession and to share their experimental works and experiences. Alumni are invited as jury members for architectural design in all years.

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

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

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision of the institute is to create sensible & responsible architects for the society. The mission is to create a conducive environment for academic excellence and holistic development to learn, demonstrate and progress for both students and faculty. The governance of the institute includes a student-centric teaching-learning system supported by STES, ensuring participation of faculty, staff and students to fulfill the vision and mission. Utilization of resources and faculty requirements as per norms are fulfilled quantitatively and qualitatively by the management with freedom of making implementation strategy at institute level headed

by the principal. There are various committees at institute, constituted by senior faculty members, deploying with both academic and administrative responsibilities. The college development committee makes comprehensive annual college development proposal and implementation strategy for approval from the management so as to create a conducive environment. Governance system for curriculum delivery is structured in a tiered system with hierarchy of faculty and subject expertise focusing on excellence outcome through learn, demonstrate & progress to achieve mission of the institute. Various co and extracurricular activities are organized through "Susamwad" committee of student-teacher for providing opportunities for all round development, to perform responsibilities and to sensitize about society.

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

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

The effective leadership is visible in many institutional practices by decentralization and participative management for various responsibilities to the faculty and staff. One such activity was the two-day national level conference "Adaptation-Endeavouring a Foreseeable Future" organized in the institute in January 2022. The collective responsibilities were distributed to a team of faculty headed by the principal, who communicated with the management for their approval for financial and other requirements, and with external educational partners for collaborations. The team worked out independently under the leadership of the convenor, a senior and experienced faculty, who distributed various portfolios to sub-teams constituted with senior, junior faculty and staff. Teams for publicity and publication, venue management (this year online system at college), accounts, core committee for scheduling each day activities and distribution of certificates, etc. took initiatives and efforts in completing their responsibilities in parallel as well as holistically involving other faculty for creating a sense of belongingness to the institute. Periodic meetings were conducted at each level for reviewing progresses, taking decisions and effective participation of all members much before the event. All faculty members who were involved in organizing event were acknowledged with appreciation certificates for their contributions.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

SCOA prepares a holistic strategic plan to deploy responsibilities to faculty in each term to implement curriculum delivery of SPPU along with organizing co and extracurricular various events for all round development of students. Due to Covid-19 pandemic, online teaching was implemented in first term as per SPPU guidelines like earlier year. In this New normal situation, institute sorted out a strategic plan for curriculum delivery with the aim of completing syllabus contents, to get assignments completed with quality in uncertain period of online and off-line mode of teaching. The tradition of making long-term plan in the institute, equipped the skill of faculty to anticipate various issues of this process, which were tackled through short-term plans. Subject wise teams of faculty were formed and meetings were conducted as faculty members were attending college for adapting a better system. The corrective and improvement measures from experiences and feedback of earlier year were shared to each other by faculty members and a hybrid mode was worked out. Faculty teams developed subject-wise E-Modules and uploaded on SCOA library website. The sessional work and periodic evaluation of students work were collected in Google classroom and hard copies were taken for SPPU examinations which were conducted offline at end of term.

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

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

The college has a top-down organizational structure with two levels

of committees, first one constituted of both management representatives of STES and principal with selected senior faculty from the institute headed by the president. All policies and final decisions as faculty recruitment, salary, benefits, infrastructural requirements, purchases of all kinds as per norm and requirements. The committees include college development committee (CDC), four sub-committees as Finance, Purchase, Staff selection, Building committees constituted by principal, senior faculty members and selected staff prepare the requirements and recommend for approval by the president of STES. Internal quality Assurance cell (IQAC) of the institute and other academic committees are constituted with HODs and senior faculty headed by the principal make strategic plans and deploys responsibilities to faculty for implementation of all academic and administrative activities. Progressive academic evaluations are given a major importance to assure quality and identifying slow learners to take remedial measures by conducting monthly meetings with all faculty members. HODs and Division Coordinators regularly monitor the progress, send reports to parents and document all records. The institute has a student-teacher council "SUSAMVAD", faculty coordinators guide the students for conducting various co and extracurricular activities.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/16PvS9kNCoNjUusygpPzYOBuuAuVuUm_9/view?usp=sharing
Link to Organogram of the institution webpage	https://drive.google.com/file/d/1oNJUCzufARs5422McOAV5Q6ZLUQvbS1P/view?usp=sharing
Upload any additional information	No File Uploaded

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

All Teaching and nonteaching staff avails medical facilities from Smt. Kashibai Navale Medical College and General Hospital and dental treatment from Sinhgad Dental Hospital both under STES. The campus is equipped with a clinic and 24x7 ambulance services for emergency needs. There are staff quarters available for faculty and all grades of nonteaching staff. Faculty avail various paid leaves as 15 annual Casual Leaves, Medical Leaves and leaves for performing academic activities and duties as examination and lecture in other colleges, study tours, site visits, for attending FDP, etc., in addition, summer and winter vacations are also given. Paid maternity leave of six months given to permanent faculty members and staff. Nonteaching staff are provided with Earned Leave and Provident Fund. All employees are covered under EMBF (Employee Mutual Benevolent Fund). The children of the employees are given preferences for admission in Sinhgad Springdale schools.

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

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

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

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

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

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

9

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

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

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

35

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

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

The Institute is following the annual Performance Based Appraisal System (PBAS). A hierarchical system of appraisal is conducted at a sequence of four levels, level 1 is the Self appraisal of faculty/staff, level 2 is the appraisal ratification by HOD for teaching/ Asst. Registrar for Non-teaching, level 3 is the recommendation by the Principal, and level 4 is the final decision from the Management at HRD section. The appraisal criteria for teaching staff are classified into four categories (i) Experience & qualifications as per norms of COA (ii) Teaching, Learning and Evaluation related activities, student's feedback, (iii) Research Publications, Academic Contributions and skill up-gradation, (iv) Involvement in organizational work, Co-Curricular, Extension and Professional Development related activities. The appraisal criteria for non-teaching staff are classified into four categories (i) Continuous education, skill up-gradation for administration and account staff, (ii) Behavior and sincerity towards duty, (iii) Regularity and punctuality, and (iv) Supervisors feedback. Based on the collected data, scores are calculated. The faculty members are needed to achieve 50% score, appraisal report is used for continuation of service, promotion of post and increment in salary by the management for both teaching and non-teaching staff.

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

6.4 - Financial Management and Resource Mobilization

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

Internal Audit was carried out by the Internal auditor of STES to review all financial aspects as budget, expenditure as per rule of STES. All their queries, objections sorted out immediately by the staff of Accounts department. Timely compliance is done by the college as per the recommendations of the auditor. External audit was carried out by External auditor appointed by STES for making balance sheet, IT return etc. after end of each financial year. All queries are resolved by the accountants whenever required

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

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

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

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

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

SCOA is a self-financed institution and resource for the fund is the tuition fees of students. Every year Finance committee prepares the budget for resource mobilization and optimal utilization of resources available. Major expenditures encompass staff salaries, visiting teachers and guest speakers' remuneration, Fees paid to statutory authorities like COA, COA, DTE, FRA, etc., purchases and maintenance, computers and software, library books and journals,

etc. Other types of expenditure include sponsoring faculty to attend conferences and FDPs, co and extra-curricular activities. This year due to pandemic situation, teaching-learning process started in online platforms, for which, internet facility and hardware of existing computers updated

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes. Practicel: Because of the pandemic, Hybrid teaching-learning process development with quality was attempted to develop. Development of subject-wise topical modules of e-content by faculty teams and uploading in library website for students to access through their loginids. Institute arranged sessions for faculty to exchange expertise and experiences to learn various ways like group discussions in online session, Quiz in google form, PPT presentation in online elaborative manner, assignments in classroom (The platform also provides content uploaded by the faculty in the form of presentations, videos, images or important URL related to the topic), mock-viva and Jury and practice tests. Practice2: Publication cell under IQAC is actively encouraging students and teachers for conducting research and published selected research papers of students in Shodhaganga college journal like earlier years. Virtual Study tour reports of First to Fourth year classes of B.Arch. were published. Many students took part in paper presentation conferences and were also involved in field studies to get practical experience for that institute has started value-added courses.

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

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations

and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Incremental improvements and quality initiatives for implementation of teaching learning reforms facilitated by the IQAC after 2018 in post accreditation period were gradual for fulfilling vision and mission of the institute. Example 1 - systematic and progressive monthly internal academic audit to monitor and review teaching-learning process regularly. Internal academic audit committee constituted with principal, HODs and division coordinators finalizes and reviews academic schedule of term, teaching methodologies for various subjects and learning outcomes. Many formats are prepared to keep records of various activities and to bring parity in the system across divisions and departments. Example 2 - The introduction of add-on or value-added courses for students have been initiated to increase employability. These courses are conducted by the faculty members who in return get to develop their expertise and getting recognition to outside the institute. Students get to increase their skill and knowledge beyond the curriculum content which help to prove them in the competitive profession.

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

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

C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://drive.google.com/file/d/1uwkM47H1qef_tjyeUBdAWHUSPSAnJpu7I/view
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

SCOA has almost equal numbers of students from both genders, majority female faculty including a female principal for last several years. Hence, institute and the management value the contribution of female faculty and girl students (including all) are treated sensitively and with affection to make them comfortable, safe and joyous. The gated campus has a 24/7 security network by posting personnel and installation of CCTV cameras at strategic locations including hostels to ensure safety from all vulnerable factors posing danger. There is a mentor-mentee system, and a counseling cabin in the college, this year online counseling was conducted formally and informally as and when required. Separate common rooms are provided for girls and boys, which are accessible all the time during the college hours. To generate the awareness in regard to equality in law, social system and democratic activities, Nirbhaya Kanya Yojana is conceptualized by SPPU, under which many programmes on women's self-defense, empowerment, etc. were organized at SCOA every year. These initiatives enable female students to acquire various forms of self-defense to strengthen both their mental and physical strength. Online programmes for girl students were organised this year because of the pandemic.

File Description	Documents
Annual gender sensitization action plan	https://drive.google.com/file/d/1dCLvLBssXHcPI0SJ9_Eci5n7P9f6QXBG/view
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/file/d/1zYf-H-e0hQ1LP-EKIz16WkuHD3Zk5I0J/view

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

C. Any 2 of the above

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

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

Solid waste management: Dry and wet waste are separated at the college level, every day wet waste is collected from the campus from fixed locations. The dry waste which is generated in bulk quantity is taken periodically for recycling. **Liquid waste management:** Liquid waste management: The solid waste is treated in the STP at the campus and recycled grey water was used for gardening in the campus. **Biomedical waste management:** The dental college is located in the campus, biomedical waste collection van collects accordance to the regulations from Pune municipal corporation . **Waste recycling system:** Waste water treatment facility is provided at the campus STP, for recycling of Grey water, which is used for gardening. **Hazardous chemicals and radioactive waste management:** not applicable as no such waste is generated in campus.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus **B. Any 3 of the above**

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

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **A. Any 4 or All of the above**

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

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the **D. Any 1 of the above**

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

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

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

C. Any 2 of the above

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

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

Cultural inclusiveness, harmony and tolerance are important features

in the institute in bringing people closer who speak different languages, practice different religions, follow different customs, and believe in different values. The unity is maintained in several ways; major national and regional festivals and days are celebrated together in the campus where many institutes of STES are located. The students hail from different states of India from various backgrounds, a collective freshers' welcome gathering called 'carnival' is organized to bring students closer to each other by organizing various events and games. This year 'carnival' was celebrated in the campus for the students after their return following the pandemic. Regional and linguistic diversities are celebrated through special Days like Marathi bhasah divas to raise awareness of the language and to promote the mother tongue of the region, "Marathi" and "Vachan Prerna divas" in honour of the late Indian president. Mr. Abdul Kalam with a particular emphasis on the Marathi language and value of reading. This year students recited poems, read literature in online mode. Savitri Mahotsav was celebrated to commemorate the great deeds of Savitri Bai Phule. Sadbhavna din was celebrated, students prepared posters to depict harmony.

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

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

Sensitization of students and employees of SCOA to the constitutional obligations is achieved through curriculum as well as through extra-curricular activities. In order to sensitize students to become responsible citizens, "Constitution of India" is included in the curriculum. Lecture was conducted for the students to learn about their rights, duties, obligations, and liabilities. A voter awareness competition was organized, students prepared posters to create awareness about voting rights and strength of democracy. A lecture series was conducted on "Responsible Netism", various experts from different fields gave lectures and information about using the internet and instructions for becoming responsible citizens. Cyber crimes are serious issues faced by society now, this lecture series made the students aware of the methods to deal with the criminals and safeguard themselves from the predators. The oath

ceremony is observed by students of first year by taking a pledge to uphold integrity and strive honestly and ethically toward the noble profession of architecture. Despite the fact of pandemic situation of this year, online learners took the oath as directed in digital mode. Tree plantation drive was carried out to raise awareness of the significance of tree planting and the adoption of environmental friendly practices

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://drive.google.com/file/d/1vVgeu5R7mWOTarBqFD1j7jGM-b3awHzI/view
Any other relevant information	<u>Nil</u>

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff C. Any 2 of the above

4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	View File

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

Two main national days Republic Day on 26th January and Independence Day 15th August are celebrated with enthusiasm at the school ground in the campus by all students, faculty members and administrative

staff every year. The flag is hoisted by the president or the secretary of STES and inspire all spectators with motivational speech. The children of the school perform various cultural items from different regions like folk dance, songs, and act on patriotic themes. This year due to pandemic, Republic Day and Independence Day were celebrated in the campus but only head of the institutions and few administrative staff attended the same. Besides these two days, International Yoga Day, Youth Day, Teachers' Day, Environment Day are also celebrated with passion and zeal. Main regional festival of ten days long Ganpati worship and Navratri festival for ten days are observed in the campus, where one day is designated for faculty and staff of SCOA to perform rituals. These festivities were conducted this year following the protocols of Covid-19 during pandemic period.

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

7.2 - Best Practices

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

Best practice 1: ? Title of the Practice: Virtual study tour ?
Objectives of the Practice: To design in context, experiential study for students. ?
The Context: Study tours are linked with Architectural Design Projects. ?
The Practice - Due to the COVID 19 epidemic, virtual study tours were conducted and linked to architectural design projects. Following the government's decision first-year students went on study tours. ?
Evidence of Success: Class has prepared a study tour report and published a compiled tour report. ?
Problems Encountered and Resources Required: To search authentic data and good sources. ?
Best practice 2: ? Title of the practice: Exhibition of the students' work ?
Objectives of the Practice: Exhibiting the best work of the students is a way to appreciate academic work and motivate students. ?
The Context: Annual exhibition of academic work is a part of the co-curricular activity. ?
The Practice: Every year creative skills of students are displayed through the exhibition at institute level. ?
Evidence of Success: The class exhibition was successfully hosted and uploaded

on the website of the institute. ? Problems Encountered and Resources Required: The number of works displayed faced a limitation for uploading.

File Description	Documents
Best practices in the Institutional website	https://drive.google.com/file/d/1SSEX1yXu0hSL7i3TTqZ6KN3ZqyClKhmL/view
Any other relevant information	<u>Nil</u>

7.3 - Institutional Distinctiveness

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

The mission of the institute is to provide transparent, conducive and collaborative work environment for all round development of students. Participation of the student in co and extracurricular activities helps to enhance all rounded personality to make their career in the competitive global setting. To give opportunities to participate in various co and extracurricular activities and events, the institute has a distinct practice of creating three levels of student-teacher bodies for planning, implementation of such activities. 1. SPPU (University) level: Since University Act 2017 of Maharashtra implemented in SPPU, Student Council has been formed with SDO 2. STES (Campus) level: Students and teachers from the college represent to this body at campus level 3. SCOA (Institute) level 'Susanmwad': A team of elected Students along with faculty coordinators

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution ensures to set a benchmark in curriculum delivery, focusing on quality-centric enhancement in post NAAC accreditation period, which includes a planned stage-wise system and documentation of outcome at each progressive level. The institute has adapted the system like:

- The B. Arch. Department is decentralized internally into four divisions with an equal number of students and faculty in each division. In addition, five-tiered curriculum delivery system adapted of Principal, HOD, Division, Year and Subject Coordinators.
- The teaching load is distributed to the faculty as per their expertise, experience and preferences. The junior teachers initially associate seniors to learn methods of teaching, reviewing and remedial measures for defaulters and keeping records.
- Teaching methodology focuses on majorly three parameters as, theoretical, practical or demonstration of projects and research for most of the subjects with variations of weightage.
- The parity of all divisions is maintained by preparing similar Session and Lesson Plan in each term and reviewing in monthly meetings. The diversities of student-centric teaching are demonstrated through interactive, innovative and experiential curriculum delivery by each faculty.
- Documentation of progressive status and selected academic works of students are carried out at end of semester.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	NIL

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

SCOA adheres to the Academic Calendar prepared by SPPU for dates of commencement and conclusion of each term and schedule for theory and sessional examinations. To prevent overlaps, teaching schedule for each class for each semester for each subject is prepared, with all internal progressive evaluation dates as

submission and jury for all subjects, examinations, co and extracurricular activities, and holidays. • For systematic progressive assessment, each semester is divided into four quarters of one month each. The monthly review meetings are conducted with all faculty members to monitor status of completion of teaching content as per syllabus, status of completion and quality of students' academic work, attendance status, etc. The lacunae are identified and measures are taken for concurrent quality enhancement throughout the semester. • Monthly meeting digital progress reports are sent to parents and discussed at Teachers-Parents (PTA) meetings. Feedback is taken into account to improve the system. • Remedial classes are conducted for the students for nonperforming students by Mentor-mentee system of each class, and records are maintained. • SPPU mandated in-semester and end-semester exams, college conducts practice exams, question banks are shared with students, viva/ jury sessions are conducted to improve quality of performances.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	NIL

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

A. All of the above

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

1.2 - Academic Flexibility

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

7

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

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

2

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

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

71

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The study of architecture inherently encompasses a broad range of knowledge from art and science of construction of built form for human and other users. Hence, a harmonious relationship between inhabitants and society is always remaining central in architectural education and profession. The course covers a wide range of topics imparting knowledge on environmental sustainability, professional ethics and human values. • History of Architecture, taught in initial three years of the course, covers study of humanity and architectural development with reference to time space and people. It focuses on linkage between architecture and socio-cultural context from the ancient civilization. • Climatology, Environmental Science, Landscape architecture subjects address sustainable approach of architectural design of built form and nature. Study of climatology enables students to understand climate responsive sustainable design strategy and concept of energy efficient traditional and advanced systems. • Professional Practice acquaints student about the role and status of an architect in the society, and understand the duties, liabilities and ethics as a sensible and responsible professional. • In Architectural Design, knowledge of all subjects gets culminated to manifest the best for the human and environment.

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

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

783

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

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

174

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

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above
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File Description	Documents
URL for stakeholder feedback report	http://cms.sinhgad.edu/architecture-scoa/scoa/post-accreditation-naac/academic-year-21-22/feedback-responses.aspx
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	No File Uploaded

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

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

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	https://drive.google.com/file/d/13F-EcZBchXyfgnAW5geqObfLGpr5l5KG/view

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

121

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

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

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

50

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

2.2 - Catering to Student Diversity

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

The slow and advanced learners are identified from both regular monitoring of academic performances and attendance and from progressive monthly review. At each progressive level, slow learners or non-performing as per expectation students and their parents are informed, PTA and counseling with mentors assigned for twenty students are conducted. Due to the COVID-19 pandemic situation, online teaching-learning was conducted for the first term and offline studios were conducted for the second term of academic year 2021-22. Throughout the semester subject faculty identified advanced and slow learners through progressive review of attendance status (overall and subject-wise) and academic performances based on regularity of assignment completion, submission and qualities, mid-term and end-term markings in all subjects. Remedial measures as extra lectures and studios were conducted to complete the remaining works and upgrade the quality of assignments by the initiatives of faculty. For advanced learners, institute recommends to participate in local, national and international design, research and quiz competitions, add-on courses and workshops. Incentives given as research papers are published in Shodh Sankalp (SCOA publication), academic works are exhibited in college exhibition gallery and uploaded in social media platforms. Students are selected for various portfolio coordinators of Susamwad co-curricular & extracurricular activities.

File Description	Documents
Paste link for additional information	nil
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
707	67

File Description	Documents
Any additional information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Faculty members make efforts in making learning architectural subjects interactive by adapting student-centric methods as experiential and participative learning. Experiential learning practices to improve creativity and cognitive levels of the students are achieved in architectural design, building technology and services subjects through exploratory methods. Project selection, case study research and concept articulation and presentation till finalization of assignments are potential stages for demonstrating experiential and creative abilities in architectural design subject. Institute provide effective platforms to make learning interactive by motivating student participation in group assignments, discussion and analysis, juries, subject quiz, workshops etc. are organized by faculty members in the college. Beyond the classroom activities for participative learning are extended by conducting study tours, site visits and interaction with experts, market surveys, etc. to know the latest knowledge in the field. Institute organizes expert lectures on different topics, motivates to participate in design, research and other competitions and present their work which would help students to build confidence of facing an audience. Subjects like Architectural Design and Research are designed with opportunities for identification of challenges and finding solutions, taking into consideration of realities in the profession, so that students get equipped to practice after completion of education.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description

in maximum of 200 words

In the view of pandemic situation, online teaching-learning was conducted for the first term and offline studios were conducted for the second term of academic year 21-22. During the online classes, elaborate presentations of every topic along with all the relevant and appropriate videos, notes and references were shared with all the students. A list of e-books was also shared. Also, extra remedial online meet sessions were conducted for the students whenever they required it, regarding any specific topic or subject. During offline studios, various presentations, videos, short documentary movies, etc were shared in Av room. During one-to-one discussion, various references from internet and online links were shared for them to access the required data. Specific information or data from students is also collected via tools like Google Classroom, where data is collected in an organized manner for each student.

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

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

2.3.3.1 - Number of mentors

44

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

2.4 - Teacher Profile and Quality

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

67

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

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

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

5

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

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

2.4.3.1 - Total experience of full-time teachers

300

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

2.5 - Evaluation Process and Reforms

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

• Internal academic assessment in the institute is based on regularly, timely completion and submission, expected quality of assignments. Progressive assessment is carried out with markings given to regular, mid-term and end-term performances for sessional subjects and tutorials, practice test for theory subjects. This method is adapted to ensure regularity of attendance and submission of works and to give justice to the deserved students working with expected quality under faculty's guidance. • The status of assessment markings are discussed by the subject faculty with students for completion and improvement of quality. Monthly / quarter digital report is shared with students and parents, through WhatsApp group of each class as testimony of maintaining transparent system. Parents of critical students are informed separately through phone calls to meet and sharing details of their status. • Based on robust, meticulous and systematic records and lacunae of teaching-learning are found out and remedial measures to adapt.

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

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

All the examinations are conducted by SPPU except Insem, which is conducted at the college level on 30% of total marks of theory subjects. This year due to the COVID-19 pandemic situation, a hybrid system was adapted, online in the first term and offline in second term. Online examinations were conducted at college level, using Google forms with MCQ and Google Classroom links for Tutorial submissions. Grievances related to internet availability if reported by the students in online examinations were immediately and efficiently resolved by Chief Examination Officer (CEO) of institute either by allowing extra time or conducting special examination if required. Such anticipated problems were tackled by conducting practice tests and question banks were shared prior to examinations. In second term, offline regular Insem examinations were conducted at college level, question banks were shared with students and practice tests /mock tests and extra lectures were conducted before the examinations. For Endsem SPPU examinations, any grievances reported by students regarding discrepancies or understanding, immediately were conveyed to the subject chairperson appointed by SPPU. The

decisions were then communicated to the student by the efficient faculty members of the examination department of the institute.

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

2.6 - Student Performance and Learning Outcomes

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

The institute offers undergraduate program of B.Arch. and postgraduate courses of two disciplines under the affiliation of SPPU. POs, PSOs COs are the indicators for mapping and attainment of learning of students in OBE in the institute. Program Outcomes (POs) represent the knowledge, skills and attitudes the students should have at the end of their respective program as five-year course of B.Arch. or two-year course of M.Arch. of two disciplines which institute offers. Program Specific Outcomes (PSOs) are statements that defines outcomes of a program which make students realize the fact that the knowledge and techniques learnt in their respective course has direct implication for the betterment of society and its sustainability. Course Outcomes (COs) gives the resultant knowledge and skills the student acquires at the end of respective course. As institute follows curriculum of SPPU for all three courses, basic COs for all subjects are framed by subject experts syllabus committee nominated by BOS of architecture. Institute also framed its POs, PSOs and COs which are displayed at prominent places like main entrance, office lobby etc. and on website. The COs and their mapping with POs and PSOs are elaborately discussed by faculty in institute for implementation.

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

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

The level of attainment of POs , PSOs and COs are measured using following methods throughout the term of the academic year. SCOA follows two different strategies to validate Outcome Based Education through direct and indirect methods. In the first stage, COs indicators are formulated on the basis of Bloom's Taxonomy, and mapped relating to POs and PSOs through progressive evaluation of attainment level of each student for academic and attendance performances through reviewing status in monthly meetings in each term. Faculty prepares year/class-wise academic schedule following Academic Calendar of the affiliated university, session and lesson plans for all subjects, maintain the schedule and indicators for evaluating. The slow learners/non-performing students are identified for remedial measures for achievement of attainment at required level. The strength of this process is observed through increment of passing percentage of the students. In the second stage, Outcomes are validated through examination system. Feedbacks from all the stakeholders in this respect are taken for further improvement of the system. The indirect method includes number of students achieved placement and for persuasion for higher degrees.

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

2.6.3 - Pass percentage of Students during the year

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

135

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	https://drive.google.com/file/d/15fwiLXiAO8G7JDh5TYgn_KztRTydDK90/view

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

https://drive.google.com/file/d/108dRWLAWWhCCUeMlyZC4U-zkGfLqV_i6Q/view

RESEARCH, INNOVATIONS AND EXTENSION**3.1 - Resource Mobilization for Research****3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

2.0

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

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**3.1.2.1 - Number of teachers recognized as research guides**

30

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

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

1

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

3.2 - Innovation Ecosystem

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

The institute has created an ecosystem for faculty and students for carrying on researches exploring various innovative architectural and interdisciplinary topics. In final term in each program, students explore various innovative and appropriate topics for subject of architectural design project or thesis and demonstrate their best efforts contributing to knowledge under faculty guides. Innovative initiatives for training junior faculty for becoming eligible guides, a series of sessions are conducted by experienced faculty. SCOA recruits eligible and competent faculty for development of skilled human resource for taking initiative for creation and transfer of knowledge. Institute research cell motivates students and faculty to carry out researches and participate in research competitions under DCUD of SPPU and to participate in national and international level conferences for presenting and publishing research articles. Student research work is published in institute publication named, "Shodh-Sankalp". Lecture was arranged on the importance of IPR and ethical practices for research & innovation. In collaboration with SPPU, PG research seminar organized, in association with COA, TTP organized. SCOA have signed MoU with organizations in the fields related to architecture and research as PCERF, which supported as a knowledge partner for the national conference organized by SCOA in January 2022.

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

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

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

30

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

3.3 - Research Publications and Awards

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

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

4

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

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

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

2

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

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

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

25

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

3.4 - Extension Activities

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

SCOA is conscious about its responsibilities for shaping students into sensible and responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Tree Plantation, Plastic eradication, Blood donation camps, Voters awareness, visit to old-age homes and orphanages, beautification of city and schools for economically backward children, heritage conservation and so on. All these mentioned activities have positive impact on nurturing student-society relationship, leadership skill, self confidence and also help in cultivating hidden personality and holistic development of students. The student volunteers with faculty coordinators initiate and conduct various extension programs as Swachh Bharat initiatives, tree plantation in the campus by students and faculty, environment day celebration and collection of plastic waste for recycling, donation drive for collecting used/unused clothes, utensils and food grains for flood affected and other needy people. Programs on women empowerment under

Nirbhaya Kanya Yojana of SPPU, creates awareness among girl students about their rights, and among boys sensitivity towards problems of women, leading to decreasing of gender bias and patriarchal prejudices. Students and faculty members are encouraged to participate in seminars, webinars and workshops organized by various organizations working for the welfare of society for updating of knowledge.

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

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

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

7

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

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

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

10

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

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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

494

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

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

4

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

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

4

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

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

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

Institute has physical facilities for teaching-learning as per norms of COA. The infrastructural facilities for academic delivery are provided in two basic categories, firstly, spaces required for teaching as studios, the main area for architectural institutes where teaching-learning by a team of faculty members occur for major time in each day. The studios are equipped with workstations with drawing boards and lockers, large tables for student-teacher discussions and large pin-up boards for conducting design juries periodically. The classrooms are equipped for carrying out theory lectures with LCD and screens. There are spaces for accommodating large number of students for special lectures as seminar / assembly halls and multipurpose hall. These spaces are provided with Wi-Fi provision, amplifiers, speakers, etc. The second category includes spaces for enhancement of teaching as construction yard, department library, material museum, model making lab, surveying lab, environmental lab, computer labs etc. The online access to central library is available to students through their login during Covid 19 pandemic to refer lecture notes, reference material etc. College also has NASA room, and separate common rooms for girls and boys. Faculty cubicles, cabins for principal and HODs, administrative

spaces as examination room, store room, etc. are provided.

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

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

Sinhgad College of architecture is situated in campus of approximately thirty-five hectare area of Sinhgad Technical education society at Vadgaon Budruk Pune. The campus was established in 1993, houses many institutes, hostels for girls and boys, staff quarters etc. and is equipped with adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, etc. The amphitheatre which is located nearly at the center can accommodate few thousands of spectators, where annual inter-college cultural festival NEON is organized for various competitions as Mr. and Miss Sinhgad, Fashion show, dance, singing and street play. Annual rock show which is very popular amongst students is held in large school ground in the campus. The Freshers' welcome function 'Carnival' for first year is arranged in the large parking ground in the campus with various events, food stalls and games. Annual sports tournaments or 'Karandak' for various games like Cricket, Volleyball, Basketball, kabaddi, athletics happens in the campus cricket and other grounds. Facilities are provided for Indoor games like Chess, Badminton, table tennis, etc. There are gymnasium and swimming pool located in the campus. The students celebrate World Yoga day in the college multipurpose hall.

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

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

22

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

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

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

148.61

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

4.2 - Library as a Learning Resource

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

SCOA central library is using "Autolib" library Automation software from 19/11/2005. Software tools used at client end Windows 95/98/NT4.0/windows 2000. The students are given with OPAC (Online Public Access Catalogue) facility where students can check availability of books, CDs, Thesis reports, students work, institute publication bound, volumes & journal articles. Students can search along with facility where they can search title/Author/ subject/ publisher/keywords from book, CD, Thesis, students Work, Institute publication, bound, volumes & journal articles. A report of user in /out report can also be generated. Students and faculty can take out various reports like Accession wise, title wise, subject wise, collection material type wise, year wise as per requirement. A report of individual member usage can be generated.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	Nil
4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above
File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File
4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)	
4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)	
0.98	
File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File
4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)	
4.2.4.1 - Number of teachers and students using library per day over last one year	
89	

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

4.3 - IT Infrastructure

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

Inside the building, there are two computer labs, one for B. Arch and the other for M. Arch. And the labs are equipped with scanner, printers, which could be used by the students. Total numbers of computers in working condition are 128 for B. Arch and 26 for M. Arch. All computers are updated with latest operating system, antivirus software and latest software as per the syllabus requirements.

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

4.3.2 - Number of Computers

140

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

C.10 - 30MBPS

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

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)**4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)****442.64**

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

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

STES Vadgaon campus, where Sinhgad College of Architecture is located, is monitored and maintained by the staff of estate office like safety aspects, utilization of resources and maintenance of infrastructure. All facilities needed for extracurricular activities are available in campus like amphitheatre, sports ground, indoor sports facilities, swimming pool, multipurpose hall, and maintained by the estate office. At institute, a team comprising of supporting staff supervised by administrative and technical personnel look after maintenance and utilization of physical, academic and support facilities. The computer labs are supervised by the computer technician for new requirements and repairs of equipments, allotment of labs and computers, and to keep records of the same. A nonteaching staff who is in-charge of building maintenance monitors the utilization of physical, academic and support facilities. Daily cleaning and maintenance is allotted to supporting staff separately for each floor of B.Arch. building and M.Arch. building.

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

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year	
5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year	
393	
File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File
5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year	
5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year	
0	
File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	No File Uploaded
5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	A. All of the above

File Description	Documents
Link to Institutional website	http://cms.sinhgad.edu/architecture-scoa/scoa/post-accreditation-naac/academic-year-21-22/student-support.aspx
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

175

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

175

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

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

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

91

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

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

5.2.2.1 - Number of outgoing student progression to higher education

13

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

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

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

31

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

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

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

03

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

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

The students' representation and engagement in various administrative, co-curricular and extracurricular activities are categorized at three levels. The first level is the students'

council as per the directives of SPPU, comprised of Principal, meritorious students, representatives of sports, cultural and castes, coordinated by Student Development Officer (SDO) for organising events as per SPPU instructions. Sinhgad Students' Council (SSC) of STES campus is the second level, is comprised of the President, Vice-presidents, Secretary, Treasurer, Foreign student's representative and 14 Council members, which provides a platform for students to showcase potential qualities in a larger platform. SCOA student and faculty representatives in SSC coordinate all central activities as well as arrange exclusive activities at the institute level. SCOA focuses on all-round development of the students along with academics. The institute has an exclusive student-teacher association named Susamwad for coordinating academic, co-curricular, extra-curricular and administrative activities for students. The student representatives for all portfolios are elected by the students (this year nominated by faculty) and with faculty coordinators, an event calendar for each term is prepared and implemented accordingly. The students are also part of Anti-Ragging and Grievance committees.

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

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

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

8

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

5.4 - Alumni Engagement

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

Alumni Association of SCOA was established in 2004, the same day as the very first batch entered the final year of B. Arch. course and registered in 2018. To maintain the bond between institute and alumni, various interactive sessions and lectures are organized for sharing their knowledge and expertise to current students. This year lectures were conducted by alumni of all three departments to give exposure to the existing students on opportunities and challenges of the profession and to share their experimental works and experiences. Alumni are invited as jury members for architectural design in all years.

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

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

E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision of the institute is to create sensible & responsible architects for the society. The mission is to create a conducive environment for academic excellence and holistic development to learn, demonstrate and progress for both students and faculty. The governance of the institute includes a student-centric teaching-learning system supported by STES, ensuring participation of faculty, staff and students to fulfill the vision and mission. Utilization of resources and faculty requirements as per norms are fulfilled quantitatively and qualitatively by the management with freedom of making implementation strategy at institute level headed by the principal. There are various committees at institute, constituted by senior faculty members, deploying with both academic and administrative responsibilities. The college development committee makes comprehensive annual college development proposal and implementation strategy for approval from the management so as to create a conducive environment. Governance system for curriculum delivery is structured in a tiered system with hierarchy of faculty and subject expertise focusing on excellence outcome through learn, demonstrate & progress to achieve mission of the institute. Various co and extracurricular activities are organized through "Susamwad" committee of student-teacher for providing opportunities for all round development, to perform responsibilities and to sensitize about society.

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

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

The effective leadership is visible in many institutional practices by decentralization and participative management for various responsibilities to the faculty and staff. One such activity was the two-day national level conference "Adaptation- Endeavouring a Foreseeable Future" organized in the institute in January 2022. The collective responsibilities were distributed to a team of faculty headed by the principal, who communicated with the management for their approval for financial and other

requirements, and with external educational partners for collaborations. The team worked out independently under the leadership of the convenor, a senior and experienced faculty, who distributed various portfolios to sub-teams constituted with senior, junior faculty and staff. Teams for publicity and publication, venue management (this year online system at college), accounts, core committee for scheduling each day activities and distribution of certificates, etc. took initiatives and efforts in completing their responsibilities in parallel as well as holistically involving other faculty for creating a sense of belongingness to the institute. Periodic meetings were conducted at each level for reviewing progresses, taking decisions and effective participation of all members much before the event. All faculty members who were involved in organizing event were acknowledged with appreciation certificates for their contributions.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

SCOA prepares a holistic strategic plan to deploy responsibilities to faculty in each term to implement curriculum delivery of SPPU along with organizing co and extracurricular various events for all round development of students. Due to Covid-19 pandemic, online teaching was implemented in first term as per SPPU guidelines like earlier year. In this New normal situation, institute sorted out a strategic plan for curriculum delivery with the aim of completing syllabus contents, to get assignments completed with quality in uncertain period of online and off-line mode of teaching. The tradition of making long-term plan in the institute, equipped the skill of faculty to anticipate various issues of this process, which were tackled through short-term plans. Subject wise teams of faculty were formed and meetings were conducted as faculty members were attending college for adapting a better system. The corrective and improvement measures from experiences and feedback of earlier year were shared to each other by faculty members and a hybrid mode was worked out. Faculty teams developed subject-wise E-Modules and uploaded on SCOA library website. The sessional work

and periodic evaluation of students work were collected in Google classroom and hard copies were taken for SPPU examinations which were conducted offline at end of term.

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

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

The college has a top-down organizational structure with two levels of committees, first one constituted of both management representatives of STES and principal with selected senior faculty from the institute headed by the president. All policies and final decisions as faculty recruitment, salary, benefits, infrastructural requirements, purchases of all kinds as per norm and requirements. The committees include college development committee (CDC), four sub-committees as Finance, Purchase, Staff selection, Building committees constituted by principal, senior faculty members and selected staff prepare the requirements and recommend for approval by the president of STES. Internal quality Assurance cell (IQAC) of the institute and other academic committees are constituted with HODs and senior faculty headed by the principal make strategic plans and deploys responsibilities to faculty for implementation of all academic and administrative activities. Progressive academic evaluations are given a major importance to assure quality and identifying slow learners to take remedial measures by conducting monthly meetings with all faculty members. HODs and Division Coordinators regularly monitor the progress, send reports to parents and document all records. The institute has a student-teacher council "SUSAMVAD", faculty coordinators guide the students for conducting various co and extracurricular activities.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/16PvS9kNCoNjUusygpPzYOBuuAuVuUm_9/view?usp=sharing
Link to Organogram of the institution webpage	https://drive.google.com/file/d/1oNJUCzufARs5422McOAV5O6ZLUQvbS1P/view?usp=sharing
Upload any additional information	No File Uploaded

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

All Teaching and nonteaching staff avails medical facilities from Smt. Kashibai Navale Medical College and General Hospital and dental treatment from Sinhgad Dental Hospital both under STES. The campus is equipped with a clinic and 24x7 ambulance services for emergency needs. There are staff quarters available for faculty and all grades of nonteaching staff. Faculty avail various paid leaves as 15 annual Casual Leaves, Medical Leaves and leaves for performing academic activities and duties as examination and lecture in other colleges, study tours, site visits, for attending FDP, etc., in addition, summer and winter vacations are also given. Paid maternity leave of six months given to permanent faculty members and staff. Nonteaching staff are provided with Earned Leave and Provident Fund. All employees are covered under EMBF (Employee Mutual Benevolent Fund). The

children of the employees are given preferences for admission in Sinhgad Springdale schools.

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

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

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

20

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

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

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

9

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

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

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

35

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

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

The Institute is following the annual Performance Based Appraisal System (PBAS). A hierarchical system of appraisal is conducted at a sequence of four levels, level 1 is the Self appraisal of faculty/staff, level 2 is the appraisal ratification by HOD for

teaching/ Asst. Registrar for Non-teaching, level 3 is the recommendation by the Principal, and level 4 is the final decision from the Management at HRD section. The appraisal criteria for teaching staff are classified into four categories (i) Experience & qualifications as per norms of COA (ii) Teaching, Learning and Evaluation related activities, student's feedback, (iii) Research Publications, Academic Contributions and skill up-gradation, (iv) Involvement in organizational work, Co-Curricular, Extension and Professional Development related activities. The appraisal criteria for non-teaching staff are classified into four categories (i) Continuous education, skill up-gradation for administration and account staff, (ii) Behavior and sincerity towards duty, (iii) Regularity and punctuality, and (iv) Supervisors feedback. Based on the collected data, scores are calculated. The faculty members are needed to achieve 50% score, appraisal report is used for continuation of service, promotion of post and increment in salary by the management for both teaching and non-teaching staff.

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

6.4 - Financial Management and Resource Mobilization

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

Internal Audit was carried out by the Internal auditor of STES to review all financial aspects as budget, expenditure as per rule of STES. All their queries, objections sorted out immediately by the staff of Accounts department. Timely compliance is done by the college as per the recommendations of the auditor. External audit was carried out by External auditor appointed by STES for making balance sheet, IT return etc. after end of each financial year. All queries are resolved by the accountants whenever required

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

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

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

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

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

SCOA is a self-financed institution and resource for the fund is the tuition fees of students. Every year Finance committee prepares the budget for resource mobilization and optimal utilization of resources available. Major expenditures encompass staff salaries, visiting teachers and guest speakers' remuneration, Fees paid to statutory authorities like COA, COA, DTE, FRA, etc., purchases and maintenance, computers and software, library books and journals, etc. Other types of expenditure include sponsoring faculty to attend conferences and FDPs, co and extra-curricular activities. This year due to pandemic situation, teaching-learning process started in online platforms, for which, internet facility and hardware of existing computers updated

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes. **Practice1:** Because of the pandemic, Hybrid teaching-learning process development with quality was attempted to develop. Development of subject-wise topical modules of e-content by faculty teams and uploading in library website for students to access through their loginids. Institute arranged sessions for faculty to exchange expertise and experiences to learn various ways like group discussions in online session, Quiz in google form, PPT presentation in online elaborative manner, assignments in classroom (The platform also provides content uploaded by the faculty in the form of presentations, videos, images or important URL related to the topic), mock-viva and Jury and practice tests. **Practice2:** Publication cell under IQAC is actively encouraging students and teachers for conducting research and published selected research papers of students in Shodhaganga college journal like earlier years. Virtual Study tour reports of First to Fourth year classes of B.Arch. were published. Many students took part in paper presentation conferences and were also involved in field studies to get practical experience for that institute has started value-added courses.

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

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

Incremental improvements and quality initiatives for implementation of teaching learning reforms facilitated by the IQAC after 2018 in post accreditation period were gradual for fulfilling vision and mission of the institute. **Example 1 -** systematic and progressive monthly internal academic audit to monitor and review teaching-learning process regularly. Internal academic audit committee constituted with principal, HODs and division coordinators finalizes and reviews academic schedule of term, teaching methodologies for various subjects and learning

outcomes. Many formats are prepared to keep records of various activities and to bring parity in the system across divisions and departments. Example 2 - The introduction of add-on or value-added courses for students have been initiated to increase employability. These courses are conducted by the faculty members who in return get to develop their expertise and getting recognition to outside the institute. Students get to increase their skill and knowledge beyond the curriculum content which help to prove them in the competitive profession.

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

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

C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://drive.google.com/file/d/luwkM47H1qeftjyeUBdAWHUSPSAnJpu7I/view
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

SCOA has almost equal numbers of students from both genders, majority female faculty including a female principal for last several years. Hence, institute and the management value the contribution of female faculty and girl students (including all) are treated sensitively and with affection to make them comfortable, safe and joyous. The gated campus has a 24/7 security network by posting personnel and installation of CCTV cameras at strategic locations including hostels to ensure safety from all vulnerable factors posing danger. There is a mentor-mentee system, and a counseling cabin in the college, this year online counseling was conducted formally and informally as and when required. Separate common rooms are provided for girls and boys, which are accessible all the time during the college hours. To generate the awareness in regard to equality in law, social system and democratic activities, Nirbhaya Kanya Yojana is conceptualized by SPPU, under which many programmes on women's self-defense, empowerment, etc. were organized at SCOA every year. These initiatives enable female students to acquire various forms of self-defense to strengthen both their mental and physical strength. Online programmes for girl students were organised this year because of the pandemic.

File Description	Documents
Annual gender sensitization action plan	https://drive.google.com/file/d/1dCLvLBssXHcPI0SJ9Eci5n7P9f6QXBG/view
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/file/d/1zYf-H-e0hQ1LP-EKIZ16WkuHD3Zk5I0J/view

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

C. Any 2 of the above

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

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

Solid waste management: Dry and wet waste are separated at the college level, every day wet waste is collected from the campus from fixed locations. The dry waste which is generated in bulk quantity is taken periodically for recycling. **Liquid waste management:** Liquid waste management: The solid waste is treated in the STP at the campus and recycled grey water was used for gardening in the campus. **Biomedical waste management:** The dental college is located in the campus, biomedical waste collection van collects accordance to the regulations from Pune municipal corporation . **Waste recycling system:** Waste water treatment facility is provided at the campus STP, for recycling of Grey water, which is used for gardening. **Hazardous chemicals and radioactive waste management:** not applicable as no such waste is generated in campus.

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

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

B. Any 3 of the above

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

7.1.5 - Green campus initiatives include

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

A. Any 4 or All of the above

1.Restricted entry of automobiles 2.Use of bicycles/ Battery-powered vehicles 3.Pedestrian-friendly pathways 4.Ban on use of plastic 5.Landscaping	
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File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	D. Any 1 of the above
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment	C. Any 2 of the above
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**5. Provision for enquiry and information :
Human assistance, reader, scribe, soft copies
of reading material, screen reading**

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

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

Cultural inclusiveness, harmony and tolerance are important features in the institute in bringing people closer who speak different languages, practice different religions, follow different customs, and believe in different values. The unity is maintained in several ways; major national and regional festivals and days are celebrated together in the campus where many institutes of STES are located. The students hail from different states of India from various backgrounds, a collective freshers' welcome gathering called 'carnival' is organized to bring students closer to each other by organizing various events and games. This year 'carnival' was celebrated in the campus for the students after their return following the pandemic. Regional and linguistic diversities are celebrated through special Days like Marathi bhasah divas to raise awareness of the language and to promote the mother tongue of the region, "Marathi" and "Vachan Prerna divas" in honour of the late Indian president. Mr. Abdul Kalam with a particular emphasis on the Marathi language and value of reading. This year students recited poems, read literature in online mode. Savitri Mahotsav was celebrated to commemorate the great deeds of Savitri Bai Phule. Sadbhavna din was celebrated, students prepared posters to depict harmony.

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

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

Sensitization of students and employees of SCOA to the constitutional obligations is achieved through curriculum as well as through extra-curricular activities. In order to sensitize students to become responsible citizens, "Constitution of India" is included in the curriculum. Lecture was conducted for the students to learn about their rights, duties, obligations, and liabilities. A voter awareness competition was organized, students prepared posters to create awareness about voting rights and strength of democracy. A lecture series was conducted on "Responsible Netism", various experts from different fields gave lectures and information about using the internet and instructions for becoming responsible citizens. Cyber crimes are serious issues faced by society now, this lecture series made the students aware of the methods to deal with the criminals and safeguard themselves from the predators. The oath ceremony is observed by students of first year by taking a pledge to uphold integrity and strive honestly and ethically toward the noble profession of architecture. Despite the fact of pandemic situation of this year, online learners took the oath as directed in digital mode. Tree plantation drive was carried out to raise awareness of the significance of tree planting and the adoption of environmental friendly practices

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://drive.google.com/file/d/1vVqeu5R7mW0tarBqFD1j7jGM-b3awHzI/view
Any other relevant information	Nil

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

C. Any 2 of the above

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

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	View File

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

Two main national days Republic Day on 26th January and Independence Day 15th August are celebrated with enthusiasm at the school ground in the campus by all students, faculty members and administrative staff every year. The flag is hoisted by the president or the secretary of STES and inspire all spectators with motivational speech. The children of the school perform various cultural items from different regions like folk dance, songs, and act on patriotic themes. This year due to pandemic, Republic Day and Independence Day were celebrated in the campus but only head of the institutions and few administrative staff attended the same. Besides these two days, International Yoga Day, Youth Day, Teachers' Day, Environment Day are also celebrated with passion and zeal. Main regional festival of ten days long Ganpati worship and Navratri festival for ten days are observed in the campus, where one day is designated for faculty and staff of SCOA to perform rituals. These festivities were conducted this year following the protocols of Covid-19 during pandemic period.

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

7.2 - Best Practices

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

Best practice 1: ? Title of the Practice: Virtual study tour ? Objectives of the Practice: To design in context, experiential study for students. ? The Context: Study tours are linked with Architectural Design Projects. ? The Practice - Due to the COVID 19 epidemic, virtual study tours were conducted and linked to architectural design projects. Following the government's decision first-year students went on study tours. ? Evidence of Success: Class has prepared a study tour report and published a compiled tour report. ? Problems Encountered and Resources Required: To search authentic data and good sources. ? Best practice 2: ? Title of the practice: Exhibition of the students' work ? Objectives of the Practice: Exhibiting the best work of the students is a way to appreciate academic work and motivate students. ? The Context: Annual exhibition of academic work is a part of the co-curricular activity. ? The Practice: Every year creative skills of students are displayed through the exhibition at institute level. ? Evidence of Success: The class exhibition was successfully hosted and uploaded on the website of the institute. ? Problems Encountered and Resources Required: The number of works displayed faced a limitation for uploading.

File Description	Documents
Best practices in the Institutional website	https://drive.google.com/file/d/1SSEXlyXu0hSL7i3TTgZ6KN3ZqyClKhmL/view
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

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

The mission of the institute is to provide transparent, conducive and collaborative work environment for all round development of students. Participation of the student in co and extracurricular activities helps to enhance all rounded personality to make their career in the competitive global setting. To give opportunities to participate in various co and extracurricular activities and events, the institute has a distinct practice of creating three levels of student-teacher bodies for planning, implementation of such activities. 1. SPPU (University) level: Since University Act 2017 of Maharashtra implemented in SPPU, Student Council has been formed with SDO 2. STES (Campus) level: Students and teachers from the college represent to this body at campus level 3. SCOA (Institute) level 'Susanmwad': A team of elected Students along with faculty coordinators

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

7.3.2 - Plan of action for the next academic year

The College IQAC has identified broad objectives for institute to achieve through long-term and short-term plans To explore all the potentialities to brand the College as 'center for Excellence' Conducive environment - to facilitate for continuous upgradation and updation to create an enabling environment for holistic development of students and faculty to learn, demonstrate and progress aligning with our mission Research culture - To encourage Research Culture and continuous improvement of knowledge and quality Social responsibilities - to organizing programmes and activities for the benefit of the society Sensitization: To create awareness and initiate measures for Protecting and Promoting Environment, human values and ethics