



Crafting Dimensions that Speak the Language of the New Millennium

SINHGAD TECHNICAL EDUCATION SOCIETY'S

# SINHGAD COLLEGE OF ARCHITECTURE

(Affiliated to University of Pune & Approved by AICTE & COA) (ID No. PU/PN/Engg./151/2000)  
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SCOA/2019-20/560-A

Date: 27.12.19

## Minutes of IQAC meeting

The minutes of IQAC meeting held on 26.12.19 at 10 am at SCOA IQAC room are as follows:

### Plan of Actions for quality enhancement of the institution:

1. Plan of actions to fulfill the recommendations by NAAC Pear Team
2. Strategy to set target to achieve Grade A in next cycle

	NAAC Peer Team Recommendations	Plan of Action	Criterion
1	Consultancy Cell to be set up	<ul style="list-style-type: none"> <li>PG departments are working on to get projects</li> </ul>	3, 6
2	Group should fully utilize talent of faculty for campus planning & Development	<ul style="list-style-type: none"> <li>Management engages SCOA for campus planning during events</li> <li>tree audit done by Landscape Architecture faculty with students</li> </ul>	3,6,7
3	Outcome Based Education (OBE) System to be implemented	<ul style="list-style-type: none"> <li>Lesson and Session Plans for all subjects are to be focused on OBE</li> <li>qualitative Evaluation system is to be implemented</li> </ul>	2
4	IT infrastructure to be strengthened	<ul style="list-style-type: none"> <li>proposals made to upgrade computers and equipments</li> </ul>	4
5	Library access to be extended to local LAN	<ul style="list-style-type: none"> <li>proposals made to management</li> </ul>	4
6	LMS and ERP system (including online Feedback) to be introduced	<ul style="list-style-type: none"> <li>partial ERP system is already been in use</li> <li>online Feedback system under process</li> </ul>	6
7	Career counseling & placement cell needs to be strengthened	<ul style="list-style-type: none"> <li>Regular career counseling conducted to Fourth &amp; Final year B.Arch. classes by senior faculty members</li> </ul>	5
8	Enhance financial support to faculty and research activities to be undertaken	<ul style="list-style-type: none"> <li>financial support extended every year to faculty for attending quality improvement programs</li> </ul>	3,6
9	Institute needs to strengthen its emphasis on research and knowledge development	<ul style="list-style-type: none"> <li>proposal for funded research at SPPU by faculty</li> <li>faculty pursuing phd get benefits in terms of leave and flexible timings</li> </ul>	3
10	Utilization of e-Resources and MOOC courses (Massive open online courses) for blended teaching-learning	<ul style="list-style-type: none"> <li>faculty are encouraged to pursue MOOC</li> </ul>	3,6
11	Faculty needs to be familiarized with Intellectual Property Rights	<ul style="list-style-type: none"> <li>Lectures arranged for awareness, importance and implementation</li> </ul>	3,6
12	Increasing internal funding for supporting and seeding research	<ul style="list-style-type: none"> <li>SCOA promotes research amongst faculty and students by keeping budgetary allotment</li> </ul>	3
13	Alumni association need to meet more often and take up activities that will benefit students	<ul style="list-style-type: none"> <li>Two per semester would be arranged instead of one.</li> </ul>	5
14	increase intake in existing PG programs	<ul style="list-style-type: none"> <li>Would be restoring original intake of 20 per course in coming years</li> </ul>	1
15	Selected students' work should be documented, archived and disseminated	Documented from UG & PG programs <ul style="list-style-type: none"> <li>study tour reports</li> <li>selected Dissertation</li> <li>selected works of students</li> </ul>	2,3

16	Starting of more PG programs and strengthening PG program	<ul style="list-style-type: none"> <li>Not planning to start more PG program immediately</li> <li>competent faculty inducted</li> <li>emphasizing on research, consultancy, collaboration</li> </ul>	1
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## Criterion I: Curricular aspects

### ASSIGNED SCORE FOR KEY INDICATORS BY NAAC

Criterion I: Curricular aspects					Strategy
1. Planning & Documentation of Curriculum Delivery	11 KI				
<b>1.1 Curriculum Planning and Implementation</b>	3	20			<b>To retain</b>
1.1.1 Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words		10	QIm		
1.1.2 Certificate/ Diploma Courses introduced during the Academic year		5		Qnm	
1.1.3 Percentage of Fulltime teachers in BOS etc.		5		Qnm	
<b>1.2 Academic Flexibility</b>	3	30			<b>Major Thrust</b>
1.2.1 New programmes/courses introduced during the Academic year		10		Qnm	
1.2.2 Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the Academic year.		10		Qnm	
1.2.3 Students enrolled in Certificate/ Diploma Courses introduced during the year		10		Qnm	
<b>1.3 Curriculum Enrichment</b>	3	30			<b>To retain</b>
1.3.1 institute integrates cross-cutting issues relevant to gender, sustainability, human value, ethic		10	QIm		
1.3.2 no of Value-added courses imparting transferable and life skills offered during the year		15		Qnm	
1.3.3 Percentage of students undertaken project / internship		5		Qnm	
<b>1.4 Feedback System</b>	2	20			<b>Major Thrust</b>
1.4.1 Whether structured feedback received from all the stakeholders. 1. STUDENTS, 2. TEACHERS, 3. EMPLOYERS, 4. ALUMNI, 5. PARENTS		10		Qnm	
1.4.2 How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)		10		Qnm	

### 1.1 Curriculum Planning and Implementation

- Courses & Curricula:** Sinhgad College of Architecture (SCOA) offers undergraduate course of B. Arch. since 2000, two Postgraduate courses M. Arch. in Architectural Conservation started in 2006/07 and M. Arch. in Computer Application since 2007-08 under Savitribai Phule Pune University (SPPU). All the curricula are designed by SPPU, as per the guidelines of Council of Architecture (COA). Faculty members of all three departments actively contribute formulation of syllabus being members of Board of Studies and Syllabus Committees, Chairmen for various subjects at SPPU. This academic year, 2019 Pattern syllabus was implemented in First year of both B. Arch. & M. Arch., whereas, remaining years continued for all courses with 2015 pattern syllabus. All syllabi are structured in semester system and academic calendar was provided by SPPU with dates of commencement and conclusion of semester and examination schedules.
- Quality Enhancement Strategy:** SCOA ensures to set quality benchmark in curriculum delivery through a more effective way focusing on vision and mission. The curriculum delivery includes teaching-learning and simultaneous evaluation process, remedial measures to improve and documentation of all works and records stage wise for following proper direction to progress.
- Tiered System of Curriculum Delivery:** B. Arch. Department is divided into four divisions with equal strength of students and faculty. Five-tier curriculum delivery system in B. Arch., composed of the Principal, Head of Department (HOD), Division Coordinators, Year and Subject Coordinators and four tiered postgraduate departments are in place. Each semester is divided with four quarters of one month

duration for periodic evaluation. Teaching strategy is carried out taking two factors in mind; distribution of teaching load to the faculty as per their expertise, experience and preferences & teaching approach which is based on three components; theoretical base, demonstration projects and topical research for most of the subjects. Division coordinators prepare academic schedule, distribute teaching workload, appoint visiting faculty, monitor year and subject coordinators and implement all necessary activities. The year coordinators monitor implementation of syllabus, progressive assessment, conduction of examinations and remedial/improvement classes, also counsels as mentor or Guardian-teacher of the respective classes and involve parents for progress of their wards, along with the class and subject coordinators. The subject teachers make detailed Session Plan for entire semester and Lesson Plan for each assignment, keep attendance records, conduct juries, arrange co-curricular activities as workshops, site visits, guest/expert lectures for interactive, innovative and experiential curriculum delivery to enhance teaching. Division, year and subject coordinators jointly make progressive and semester-end assessment, keep record of attendance academic performances of the students, implementation of syllabus and send reports to parents periodically.

- **Progressive Evaluation:** Monthly/quarter progressive meetings are found successful in bringing parity of all divisions in keeping high standard of curriculum delivery, uniformity of scale, complexities of assignments, variety of ideas and experimentation. Teacher-guardians conduct parent-teacher meetings to discuss about progress of their ward, particularly for the students found with inadequate attendance and unsatisfactory academic performances and conduct meeting with all students periodically. Committees such as Parent-Teacher and Class Representatives prove helpful.
- **Documentation:** The documentation is carried out simultaneously for syllabus completion, academic performances and attendance records at end of each semester. Academic works of high standard and co and extra-curricular works are documented and preserved digitally by taking photographs and are exhibited in college.

SCOA faculty contributed in Curriculum development at SPPU in 2019-20		
1	Dr. Vaishali Latkar, HOD, M. Arch. (Architectural Conservation)	member of BOS in Architecture
2	Dr. Priyamvada Chitale, HOD, B.Arch.	member of 2019 Pattern Syllabus Committee of BOS & Coordinator for "Building Technology & Materials and Theory of Structure" subjects
3	Prof. Kalpana Hadap, Division Coordinator, B.Arch. Div A	member of 2019 Pattern Syllabus Committee for "Architectural Design & Principles of Architecture" subjects
4	Prof. Priti Dhanwat, Division Coordinator, B.Arch. Div C	member of 2019 Pattern Syllabus Committee for "History of Architecture" subject
5	Er. Dakshayani Shete, Assistant Professor	member of 2019 Pattern Syllabus for "Building Technology & Materials and Theory of Structure" subjects

## 1.2 Academic Flexibility

### Choice Based Credit System (CBCS): Major revision necessary

- As all the courses in the college are under the affiliation of SPPU, no new Certificate or Diploma courses are offered. The syllabus of SPPU offers Credit System, not Choice Based Credit System for B. Arch as well as for M. Arch.
- **Only academic flexibility is given in Elective subjects from Third Year B. Arch. onwards, all information to be given on the choice of topics offered in this year as:**

Elective subjects Choice Based Credit System (CBCS)			
Elective	Semester	Year	Topics
<b>B. Arch.</b>			
Elective I (Interior Design)	Semester II	Third Year B. Arch	Interior Design
Elective II (Design, Technology)	Semester I	Fourth Year B. Arch	Architectural conservation & Computer Application
Elective III (Allied)	Semester II	Fourth Year B. Arch	Environmental Architecture
Elective IV (Management)	Semester II	Fifth Year B. Arch	Art Movement & Architecture
<b>M. Arch. (Architectural Conservation)</b>			
Elective I	Semester I	First Year M. Arch	Photoshop
Elective II	Semester II	First Year M. Arch	GIS mapping
Elective III	Semester III	Second Year M. Arch	Heritage Economics

<b>M. Arch. (Computer Applications)</b>			
Elective I	Semester I	First Year M. Arch	Colloquium
Elective II	Semester II	First Year M. Arch	Robotics & Embedded system
Elective III	Semester III	Second Year M. Arch	GIS mapping

### 1.3 Curriculum Enrichment

#### Internship

**B.Arch.:** In Ninth semester of Final year B. Arch., 136 students completed 120 days practical training in architectural offices as per requirement of syllabus

**M.Arch.:** 18 (AC: 8 & CA: 10) students completed practical training of 40 days.

#### 1.4 Feedback: Has to be specific to curriculum only and online system to be implemented

- **Students Feedback:** Requires to be revised and taken at end of each academic year as:
  - Syllabus
    1. Teaching content, quantity, lecture hours, credits / marks, understanding, assignments, scoring in examination
    2. Teaching methods: lecture hours, studio, hands-on workshops, study tours, site visits, etc.
- **Faculty Feedback:**
  - Syllabus
    1. Teaching content, quantity, lecture hours, credits / marks, understanding, assignments, scoring in examination
    2. Teaching methods: lecture, studio, hands-on workshops, study tours, site visits, etc.
    3. Improvement, suggestions
- **Employer's Feedback:** From employers of Final year students where they completed their internship about
  - Students performances
  - Syllabus improvements
- **Alumni Feedback:**
  - Syllabus improvements, suggestions
- **Parents Feedback:**
  - Syllabus, Teaching, problems, etc.

### Criterion II: teaching-learning and evaluation (GRADE QUALIFIER)

#### ASSIGNED SCORE FOR KEY INDICATORS BY NAAC

Criterion II: teaching-learning and evaluation	KI	350			Strategy
<b>2.1 Student Enrolment and Profile</b>	3	30			<b>Improvement</b>
2.1.1 Average percentage of students from other states & countries		10		Qnm	
2.1.2 average enrolment percentage		10		Qnm	
2.1.3 average percentage of seats filled against reserved categories		10		Qnm	
<b>2.2 Catering to Student Diversity</b>	3	50			<b>Major Thrust</b>
2.2.1 Learning levels of students after admission 500 words		30	Qlm		
2.2.2. Student - Full time teacher ratio (current year data)		10		Qnm	
2.2.3 percentage of differently--abled students on roll		10		Qnm	
<b>2.3 Teaching - Learning Process</b>	4	50			<b>To Retain</b>
2.3.1 student centric methods as experiential, participative & problem solving methods		20	Qlm		
2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)		10		Qnm	
2.3.3. Ratio of mentor to students for academic & stress related issues (mentor : mentee)		10		Qnm	
2.3.4 Innovation & creativity in teaching learning – 500 words		10	Qlm		
<b>2.4 Teacher Profile and Quality</b>	5	80			<b>To Retain</b>
2.4.1 Number of full time teachers appointed during the year against vacant posts		15		Qnm	
2.4.2 teachers with Phd		20		Qnm	
2.4.3 average experience of teachers in no of years		10		Qnm	
2.4.4 no of fulltime teachers received Honours and recognitions		15		Qnm	

2.4.5 no of fulltime teachers from other states		20		Qnm	
<b>2.5 Evaluation Process and Reforms</b>	4	50			<b>Improvement</b>
2.5.1 Reforms in Continuous Internal Evaluation (CIE): 500 words		15	Qlm		
2.5.2 Mechanism of internal assessment of robust in terms of frequency & variety: 500 words		15	Qlm		
2.5.3 Mechanism to deal with examination related Grievance: 500 words		10	Qlm		
2.5.4 Institute adheres to Academic calendar for conduct of CIE: 500 words		10	Qlm		
<b>2.6 Student Performance and Learning Outcomes</b>	3	40			<b>Improvement</b>
2.6.1 Program outcomes, program specific outcomes and course outcomes (to provide the weblink)		10	Qlm		
2.6.2 Attainment of PO PSO CO		10	Qlm		
2.6.3 Pass percentage of students		20		Qnm	
<b>2.7 Student Satisfaction Survey</b>	1	50			<b>Major Thrust</b>
2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)		50		Qnm	
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## 2.1 Student Enrolment and Profile

- Students from other states: total students
- Enrollment percentage against seats:
- Enrollment in reserved category: Admission 2019-20

Admission 2019-20					
		B.Arch (out of 160 intake capacity).	M. Arch.(AC) (out of 10 intake capacity).	M.ARCH. (CA) (out of 10 intake capacity).	M.ARCH. (Total) (out of 20 intake capacity).
1	Boys	52	5	4	8
2	Girls	58	6	4	10
3	OMS	13		1	1
4	Total	<b>110</b>	11	8	<b>19</b>

**Students from diversified background are necessary to be admitted. Village, small town etc. also to be added to extend diversity criteria.**

## Number of Students: 2019-20

B. Arch. 705 students (I to V years)  
M.Arch (AC): 19 students (I & II Years)  
M.Arch.(CA): 17 students (I & II Years)  
Total: 741 students

## 2.2 Catering to Student Diversity

- Learning levels of students
- Student - Full time teacher ratio: 54/ 741
- percentage of differently--abled students on roll

## 2.3 Teaching - Learning Process

- student centric methods as
  - experiential,
  - participative &
  - problem solving methods
- **teachers using ICT with Learning Management Systems (LMS), E-learning resources**
  - All faculty members including fulltime and visiting for teaching
  - E-learning resources available in the library as e-books & journals
  - All classrooms are equipped with LCD projector, screen, computer, wifi, etc.

**Mentor: Mentee ratio 1:40**

**Innovation & creativity in teaching learning**

## 2.4 Teacher Profile and Quality

- Number of full time teachers appointed during the year against vacant posts
- teachers with Phd
- average experience of teachers
- no of fulltime teachers received Honours and recognitions
- no of fulltime teachers from other states

## 2.5 Evaluation Process and Reforms

- Reforms in Continuous Internal Evaluation (CIE):
  - Mechanism of internal assessment
  - Mechanism to deal with examination related Grievance
- Institute adheres to Academic calendar for conduct of CIE
  - SPPU Academic Calendar of each semester of 16 weeks: SCOA adheres to dates of commencement, conclusion, and examination schedule.
  - SCOA Semester calendar: comprehensive plan of teaching and co & extra-curricular activities mentioning dates of periodic quarter meetings, practice tests and progressive assessment, mid-term assessment, juries, pre-final and final submission dates of all subjects, study tours, vacation, holidays as well as examination dates of in-sem, end-sem and sessionals.
  - Session Plan for each subject: comprehensive teaching plan prepared by Year and subject coordinators of each class mentioning curriculum delivery schedule as well as guest lectures, workshops, juries, site visits to impart in-depth knowledge and also places dates of submissions of all subjects avoiding overlapping.

Academic Calendar of SPPU 2019-20			
	Semester	date of commencement of Semester	date of conclusion of Semester
<b>SEMESTER I</b>			
B. Arch.	First Year	01/08/2019	30/11/2019
	Second to Fifth Year	15/06/2019	16/10/2019
M. Arch.	First Year	01/08/2019	30/11/2019
	Second Year	08/07/2019	02/11/2019
<b>SEMESTER II</b>			
B. Arch.	First Year	16/12/2019	11/04/2020
	Second to Fifth Year	09/12/2019	04/04/2020
M. Arch.	First Year	16/12/2019	11/04/2020
	Second Year	09/12/2019	04/04/2020

### Continuous Internal Evaluation (CIE) system:

- Quarter meetings: The semester is divided into four quarters and progressive report is prepared at the end of each quarter on status of attendance and evaluation of completion and quality of academic works. Progress report is sent to the parents and discussed during Teachers-Parents (PTA) meeting.
- Practice Tests: For quality enhancement of performances in written papers, question banks are given, periodic practice tests are conducted under faculty guidance
- Midterm assessment: Juries and evaluation are carried out for monitoring stage-wise performances, giving opportunities for improvement.
- Final internal assessment of the semester for each subject is carried out considering more on progressive performances.

## 2.6 Student Performance and Learning Outcomes

### Implementation of Outcome Based Education (OBE):

- **PO (PROGRAM OUTCOME) PROGRAM: ARCHITECTURE**

**PO 1. Architectural Knowledge:** From traditional systems to ultra-modern trends imparted holistically in terms of theory, practice and research

**PO 2. Professional Competence:** Objective driven curriculum and facilitate to achieve competence for architectural profession

**PO 3. Technological Knowhow:** ability to comprehend and use technology needed in architectural profession

**PO 4. Commitment to the society:** Crafting sensible and responsible architects for future

**PO 5. Sustainable Approach:** Understanding the impact on environment & sustainable measures

**PO 6. Architectural Ethics:** Imbibe values of ethical practice in profession and research

**PO 7. Collaborative work culture:** development of team work and leadership skills

**PO 8. Communication skills:** Developing intellectual, personal and professional abilities through effective communicative skills and use of advanced tools & technology to engage in life-long learning and for multi-disciplinary researches

- **PSO (PROGRAM SPECIFIC OUTCOME)**

**PROGRAM: ARCHITECTURE (SPECIFIC TO COURSES: B ARCH & M. ARCH.)**

**PSO 1.** Apply the knowledge of natural condition of site and environment, history and cultural context, building material, construction techniques and services, structural mechanics and building economics to design buildings rationally for user and environment friendly

**PSO 2.** Apply creative ideas, principles, theory rationally

**PSO 3.** Apply appropriate methods, media, modern technology to resolve architectural and multi-disciplinary researches

**PSO 4.** Adhere to professional ethics and serve the society as sensible architect and socially responsible citizens

**PSO 5.** Skill development for communication and collaborative works

- **CO (COURSE OUTCOME) COURSE: B. ARCH.**

**CO 1.** Comprehensive knowledge for designing buildings in physical and cultural context

**CO 2.** Ability for creative thinking and innovative design ideas

**CO 3.** Understanding of fundamental principles of structural behaviour of a building

**CO 4.** Knowledge of building materials, technology and services

**CO 5.** Awareness of sustainable practice of building design

**CO 6.** Capability in calculation of cost estimation of architectural projects

**CO 7.** Ethical practice code laid down by COA needed for Architectural Practice

**CO 8.** Ability to choose area of specialization or practice with respect to one's interest

**CO 9.** Sensitivity in design for inclusivity, equity, environment, diverse cultures, and heritage

**CO 10.** Training on communication skills in graphical, verbal, textual and digital media

- **CO (COURSE OUTCOME) COURSE: M. ARCH (COMPUTER APPLICATIONS)**

**CO 1. Knowledge of Computer Application:** Knowledge of computer applications in Advanced Architecture design processes is imparted holistically.

**CO 2. Professional Competence:** The curriculum is objective driven and facilitates to achieve competence for Architectural profession.

**CO 3. Collaborative Work Culture:** Teaching system follows the culture of team work and inculcates leadership skills.

**CO 4. Communication Skills:** Training to excel in expressing architectural works through Graphical, Verbal, Textual and Digital skills.

**CO 5. Sustainable Approach:** Understanding the impact on environment and crucial role of an architect towards sustainable methods, an integral part of the curriculum.

**CO 6. Commitment to the Society:** Crafting responsible & sensible Architects for the future.

**CO 7. Architectural Ethics:** The course helps to make students aware and develop moral responsibilities of architectural practice for not only to build buildings but to build the Nation.

- **CO (COURSE OUTCOME) COURSE: M. ARCH (ARCHITECTURAL CONSERVATION)**

**CO 1. Architectural Knowledge:** The curriculum equips the conservation professional with technical as well as managerial skills. His role ranges from a conservation architect, conservation planner to heritage manager with sound philosophical base.

**CO 2. Professional Competence:** The curriculum is objective driven and sound technical knowledge making the student competitive and can compete in the profession.

**CO 3. Collaborative Work Culture:** Teaching system follows the culture of team work which imbibe leadership skills within the students.

**CO 4. Communication Skills:** Students are trained to achieve good Graphical, Textual, and Managerial skills with strong philosophical base.

**CO 5. Sustainable Approach:** Understanding nature, sustainable development is crucial. Heritage as a tool for sustainable development is an integral part of the curriculum.

**CO 6. Commitment to the Society:** Good sound and successful conservation architects are the desired outcome of the course.

**CO 7. Architectural Ethics:** The students develop good moral responsibilities during the course. Students not just contribute in the field of conservation but a good sensible and ethical conservation architect and a person in created through the course.

## **2.7 Student Satisfaction Survey (SSS): Major Thrust**

**SSS to be conducted regularly, to improve score.**

**SCOA has designed questionnaire on overall institutional performance based on following parameters, which were evaluated in 5-likeart scale of satisfaction as:**

1. Satisfaction with the Teachers and Teaching method in the Institute
2. Satisfaction with the internal teachers' evaluation of academic works
3. Initiative of the institute in co-curricular and extra-curricular activities

4. Satisfaction with the mentor's role to follow up the progress of the students
5. Satisfaction with the facilities of library as books, journals, e-sources, internet facility
6. Satisfaction with the quality of Physical Infrastructure of the college
7. Satisfaction with the co-operation of the administrative staff of the college
8. Satisfaction with the ICT (Information & Computer Technology) tools and facilities of the college

### Criterion III: Research, Innovation & Extension

#### ASSIGNED SCORE FOR KEY INDICATORS BY NAAC: Criterion III

Criterion III: Research, Innovation & Extension	KI	120			Strategy
<b>3.1 Resource Mobilization for Research</b>	4	10			<b>Major Thrust</b>
3.1.1 Research Grants from various agencies		3		Qnm	
3.1.2 No of teachers recognised as research guides		3		Qnm	
3.1.3 Research funds sanctioned and received from various agencies, industry and other organisation		4		Qnm	
<b>3.2 Innovation Ecosystem</b>	2	10			<b>To Retain</b>
3.2.1 Incubation center: 500 words		5	Qlm		
3.2.2 Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-		5		Qnm	
<b>3.3 Research Publications and Awards</b>	5	20			<b>Improvement</b>
3.3.1 Institution started code of ethics to check malpractices & plagiarism		1		Qnm	
3.3.2 Incentive to the teachers who receive recognition/awards		1		Qnm	
3.3.3 No of teachers awarded Phd in this year		4		Qnm	
3.3.4 Number of Research Publications in the Journals notified on UGC website during the year		8		Qnm	
3.3.5 Number of Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year		6		Qnm	
<b>3.4 Extension Activities</b>	4	60			<b>Major Thrust</b>
3.4.1 Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations: 500 words		20	Qlm		
3.4.2 Awards and recognition received for extension activities from Government and other recognized bodies during the year		5		Qnm	
3.4.3 No of extension / outreach activities		15		Qnm	
3.4.3 Students participating in extension activities with Government Organisations, Non-Government Organisations during the year		20		Qnm	
<b>3.5 Collaborations</b>	2	20			<b>Major Thrust</b>
3.5.1 Number of Collaborative activities for research, faculty exchange, student exchange		10		Qnm	
3.5.2 MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year		10		Qnm	

#### 3.1 Resource Mobilization for Research: Major improvement necessary on following:

- Research Grants from various agencies: This year one project Projects sponsored by the University of Ar. Anuja Inamdar of total funding amount of Rs. 2,00,000. Detail of project: Analysing DCR in TOD zones for impact on residential development: Case of Pune city.
- No of teachers recognised as research guides, undergraduate Thesis, RIA guides to be included
- Research funds sanctioned and received from various agencies, industry and other organisation

#### 3.2 Innovation Ecosystem

- Workshops/Seminars Conducted on Intellectual Property Rights (IPR) to be conducted to fulfill recommendations

#### 3.3 Research Publications and Awards: Improvement is necessary as

- Two in international journal and 2 in national journal, 2 books published by faculty of M Arch (AC)
- Upcoming national level conference scheduled on 23<sup>rd</sup> & 24<sup>th</sup> January 2020 on "Envisioning India 2050" (NCEI), where all our faculty members are instructed to send research papers.



- **Attended Seminars/ Workshops**

Names of faculty attended COA TTP 2019-20 (SCOA sponsored)				
Sr. No.	Name of Faculty	Title of QIP/TTP	Place	Period
1	Ar. Tejaswini Jangle	Learning to teach & Teaching to Learn	Council of Architecture training & Research Centre (COA - TRC), Pune	26th to 30th Aug 2019
2	Ar. Sunit Thakare	Learning to teach & Teaching to Learn	COA - TRC, Pune	26th to 30th Aug 2019
3	Ar. Neha Anwane	Communication Skills for Effective Teaching - Discourse	MMCA, Pune	23 <sup>rd</sup> to 27 <sup>th</sup> September 2019
4	Ar. Shreyas Paranjape	Research in Architecture	COA - TRC, Pune	16th to 20th Dec 2019
5	Ar. Mukta pandir	Integrating Effective & Innovative Methods for Technical Subjects in Architectural Curriculum	School of Architecture, D. Y. Patil College of Engineering & Technology, Kolhapur	2nd to 6th Dec 2019
6	Ar. Ashwini Shitole	Research in Architecture	COA - TRC, Pune	16th to 20th Dec 2019
7	Ar. Poorva Patil	Research in Architecture	COA - TRC, Pune	16th to 20th Dec 2019
8	Ar. Anuja Inamdar	Research in Architecture	COA - TRC, Pune	16th to 20th Dec 2019
Registered for attending				
9	Ar. Nikita Patil	Habital : An Approach towards Community Living	PVP College of Architecture, Pune	20th to 24th Jan 2020
10	Ar. Mansi Khope	Habital : An Approach towards Community Living	PVP College of Architecture, Pune	20th to 24th Jan 2020
11	Ar. Pranoti Lad	Habital : An Approach towards Community Living	PVP College of Architecture, Pune	20th to 24th Jan 2020
12	Ar. Priyanka Jadhav	Vastu Sastra: Theory, Concept and Application	COA - TRC, Pune	2nd to 6th March 2020
13	Ar. Akshar Mendhe	Teaching Architecture - Innovative Approaches	SCMS School of Architecture, Emakulam	27th to 31st Jan 2020
14	Er. Rohit Lapshetwar	Teaching Architecture - Innovative Approaches	SCMS School of Architecture, Emakulam	27th to 31st Jan 2020

### **3.4 Extension Activities: Major thrust is necessary**

- Number of extension and outreach programmes conducted in collaboration with industry, community & NGO
- Awards and recognition received for extension activities
- Students participating in extension activities

### **3.5 Collaboration: Major thrust is necessary**

- MOU with Autodesk: 16.10.19 with BLUEPRINTS DESIGN & SCOA : Ms. Asvini Sarkar & Dr. Banani Banerjee as learning partner
- Collaboration with Research organization Pune Construction Engineering & Research Foundation (PCERF) organised BG Shirke Vidyaththi award at SCOA on 29.11.19. There were many eminent architects and engineers judged the winners (students) from 6 categories of competition of students works in architectural Design and projects of civil engineering students from undergraduate and postgraduate levels. One of our students, Mr. Shreyas Paranjape selected as winner in postgraduate category.

## Criterion IV: Infrastructure and Learning Resources

### ASSIGNED SCORE FOR KEY INDICATORS BY NAAC: Criterion IV

Criterion IV: Infrastructure and Learning Resources	KI	100			Strategy
<b>4.1 Physical Facilities</b>	4	30			<b>To Retain</b>
4.1.1 Institute has adequate facilities for teaching & Learning		5	Qlm		
4.1.2 Institute has adequate facilities for Sports		5	Qlm		
4.1.3 percentage of class rooms with IT facilities		10		Qnm	
4.1.4 Budget allocation, excluding salary for infrastructure augmentation during the year		10		Qnm	
<b>4.2 Library as a Learning Resource</b>	6	20			<b>Improvement</b>
4.2.1 Library is automated {Integrated Library Management System -ILMS}		5	Qlm		
4.2.2 Collection of rare books		2	Qlm		
4.2.3 e journals etc		3		Qnm	
4.2.4 Expenditure for buying books, journals etc		5		Qnm	
4.2.5 Availability of remote access to e-sources		1		Qnm	
4.2.6 Percentage of per day use of library by students & teachers		4		Qnm	
<b>4.3 IT Infrastructure</b>		30			<b>Improvement</b>
4.3.1 IT facility up gradation		10	Qlm		
4.3.2 student computer ratio		10		Qnm	
4.3.3 Bandwidth available of internet connection in the Institution (Leased line)		9		Qnm	
4.3.4 E-content developed by teachers such as: e-PG-Pathshala, CEC (under e-PG-Pathshala etc		1		Qnm	
<b>4.4 Maintenance of Campus Infrastructure</b>	2	20			<b>To Retain</b>
4.4.1 Expenditure incurred on maintenance of physical facilities and academic support		10		Qnm	
4.4.2 Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. ( <i>maximum 500 words</i> ) (information to be available in institutional Website, provide link)		10	Qlm		

#### 4.1 Physical Facilities:

- adequate facilities for teaching & Learning as per COA norms of 2017
- adequate facilities for Sports in the campus
- percentage of class rooms with IT facilities adequate as per COA norms
- Budget allocation for infrastructure augmentation

Existing physical facility as per COA				
		B. Arch.	M. Arch.	
1	Studios	17	4	ICT enabled teaching & learning spaces
2.	AV classrooms	8	With studios	ICT enabled teaching & learning spaces
3	Computer lab	2	1	
4	Specialized labs	6	2	Environmental, Model-making, Carpentry, Surveying, Language, Digital, Conservation
5	Material Museum	1		
6	Departmental Library			
7	Central Library			<b>442.80 sqm</b>
8	Admin area & Principal's cabin			
9	Faculty room			

10	IQAC room			
11	common room for Boys & Girls			
	Total area (sqm)	<b>5452.09 sqm</b>	<b>526.08 sqm</b>	<b>6114.17 sqm.</b>
	Requires as per COA norms	5000 sqm	500 sqm	5500 sqm

#### 4.2 Library as a Learning Resource: Improvement necessary as

- Library is automated with Integrated Library Management System ILMS since 2005, Autolib version 1.0 installed.
- Collection of rare books, buying of text, reference books and Indian & International journals to comply requirements as per COA norms of 2017
- E-books and e-journals facilities with remote access
- Daily use by students and teachers

#### 4.3 IT Infrastructure: Improvement necessary

- IT facility upgradation, student-computer ratio, Internet,
- E-content development by teachers and uploaded

#### 4.4 Procedures and policies for maintaining and utilizing physical, academic and support facilities:

- Area and Infrastructure requirements for teaching and learning at SCOA are in accordance with norms of COA.
- The Infrastructure sub-Committee looks after maintenance and enhancement of the existing facilities. At the end of each academic year, a yearly review of property and audit is done.
- The purchase sub-committee makes available of required equipments.
- Campus Facilities available like Cricket Ground, Playground, Amphitheatre, Swimming Pool, Gymnasium, Cultural Centre, Fruit Centre, Milk Parlour, Medical Store, General Stores and Clinic are available in the campus. There is also a dental hospital in the campus. In case of emergencies the campus has ambulances available for all.
- Campus maintenance and security: Estate office of Vadgaon Bk. Campus maintains street lights, garden area, utility facilities, parking lots on a regular basis. CCTVs are provided at important locations in college building and in the entire campus apart from 24 hours surveillance of security personnel.

### Criterion V: Student Support & Progression (Grade Qualifier)

#### ASSIGNED SCORE FOR KEY INDICATORS BY NAAC: Criterion V

Criterion V: Student Support & Progression		130		
<b>5.1 Student Support</b>	6	50		
5.1.1 Scholarships and Financial Support provided by the government		12		Qnm
5.1.2 no of students benefitted by scholarship/freeship by institute		12		Qnm
5.1.3 Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,		10		Qnm
5.1.4 Students benefitted by guidance for competitive examinations and career counselling offered by the institution during the year		10		Qnm
5.1.5 students benefitted by Vocational education and training		5		Qnm
5.1.6 Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year		1		Qnm
<b>5.2 Student Progression</b>	3	45		
5.2.1 No of students placement		20		Qnm
5.2.2 Student progression to higher education in percentage during the year		20		Qnm
5.2.3 Students qualifying in state/ national/ international level examinations during the year (NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/ETC.)		5		Qnm
<b>5.3 Student Participation and Activities</b>	3	25		
5.3.1 No of awards for excellent performance in sports/cultural at national/international level		15		Qnm

5.3.2 Presence of active students councils		5	Qlm	
5.3.3 No of sports/cultural activities /competetions organised at institute level		5		Qnm
<b>5.4 Alumni Engagement</b>	3	10		
5.4.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words):		4	Qlm	
5.4.2 Alumni contribution during the year (in Rupees) :		4		Qnm
5.4.3 number of Meetings/activities organized by Alumni Association :		2		Qnm

### 5.1 Student Support: Major improvement necessary

- **Scholarships & Financial support from Government:** There are a few state government schemes depending on caste, religion and parents' income available by students in the college for financial support. DTE schemes are 1. Financial aid for EBC (Economic Backward Class) students or known as Rajershee Shahu Maharaj Scheme, 2. For Minority students, 3. Panjabrao Deshmukh vasati Gruha Nirvaha Bharta Yojana (Hostel allowance scheme). Social Welfare Department or Samaj Kalyan gives financial support under FreeShip & Scholarship schemes for reserved category students. Apart from Government schemes, minority communities assist to few of our students of their respective religions (Jain & Muslim). All these financial assistances are helpful to our poor students for pursuing their education. The state level government schemes are as follows:

Financial support for students from the State Government 2019-20			
State Level Government Schemes /Title of the scheme	Number of students	Amount in Rupees	State Government Department
EBC(Rajershee Shahu Maharaj Scheme)	55	26,16,838.00	DTE
Minority	03	75,000.00	DTE
FreeShip & Scholarship	257	1,88,92,461.00	Social Welfare Department (Samaj Kalyan)
Panjabrao Deshmukh vasati Gruha Nirvaha Bharta Yojana (for Hostel fee)	05	1,25,000.00	DTE

- **No of students benefitted from scholarship/freeship by institute:** Under KBP Earn & Learn from SPPU, institute contributed 25% and 75% by SPPU to 9 students of economically backward who needed financial assistance.
- **Capability enhancement and development schemes:** Schemes such as Soft skill development, Remedial coaching, Language lab, Personal Counseling and Mentoring, Yoga & meditation etc. are conducted for overall self-enhancement as:
- **Students benefitted by guidance for competitive examinations and career counselling offered by the institution**
- **students benefitted by Vocational education and training**
- **Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases**

### 5.2 Student Progression:

- No of students placement
- Student progression to higher education in percentage
- Students qualifying in state/ national/ international level examinations during the year (NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/ETC.)

### 5.3 Student Participation and Activities

- No of awards for excellent performance in sports/cultural at National/International level
- Presence of active students councils
- No of sports/cultural activities /competetions organised at institute level

### 5.4 Alumni Engagement: Major efforts necessary

- Alumni Contribution
- Number of Alumni meeting

## Criterion VI: Governance, Leadership & Management

### ASSIGNED SCORE FOR KEY INDICATORS BY NAAC: Criterion VI

Criterion VI: Governance, Leadership & Management	KI	100			Strategy
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<b>6.1 Institutional Vision and Leadership</b>	2	10			<b>Improvement</b>
6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution: 500 words		5	Qlm		
6.1.2 Mention two practices of decentralization and participative management during the last year (maximum 500 words)		5	Qlm		
<b>6.2 Strategy Development and Deployment</b>	4	10			<b>Improvement</b>
6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution		2	Qlm		
6.2.2 Organisatnal Structure		2	Qlm		
6.2.3 Implementation of e-governance in areas of operations: and Development, Administration, Finance and Accounts, Student Admission and Support. Examination		4		Qnm	
6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions (500 words)		2	Qlm		
<b>6.3 Faculty Empowerment Strategies</b>	5	30			<b>Improvement</b>
6.3.1 The institution has effective welfare measures for teaching and nonteaching staff:		5	Qlm		
6.3.2 Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year		6		Qnm	
6.3.3 Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year		6		Qnm	
6.3.4 No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes		6		Qnm	
6.3.5 Institution has Performance Appraisal System for teaching and nonteaching staff		5	Qlm		
<b>6.4 Financial Management and Resource Mobilization</b>		20			<b>Major Thrust</b>
6.4.1 Institution conducts internal and external financial audits regularly (100 words)		4	Qlm		
6.4.2 Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)		8		Qnm	
6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources		8	Qlm		
<b>6.5 Internal Quality Assurance System</b>					<b>Major Thrust</b>
6.5.1 Whether Academic and Administrative Audit (AAA) has been done?					
6.5.2 Activities and support from the Parent – Teacher Association (at least three)					
6.5.3 Development programmes for support staff (at least three)					
6.5.4 Post Accreditation initiative(s) (mention at least three)					
<b>6.5.5</b> a. Submission of Data for AISHE portal : (Yes /No) b. Participation in NIRF : (Yes /No) c. ISO Certification : (Yes /No) d. NBA or any other quality audit : (Yes /No)					
6.5.6 Number of Quality Initiatives undertaken during the year					

### 6.1 Institute Vision & leadership: Improvrment necessary

- Vision and Mission to be followed in implementation of teaching-learning, curriculum delivery and in all activities
  - Two examples of Decentralisation and participatory management: **Decentralization is structured under a tier system of administration & curriculum delivery:**
- A. Sinhgad Technical Education Society (STES):** The administrative framework is structured under the leadership of Prof. M.N.Navale, Founder President of STES with management and institute representatives (Principal, senior faculty and nonteaching staff). The goal is to encourage its institutions/colleges to achieve excellence in academics and administrative fields.
- 1. The Governing Body (GB)** is the apex committee, constituted with management representatives, GOM, DTE & SPPU nominees and the Principal as the member Secretary.

**2. College Development Committee (CDC)** is the next layer, constituted under the leadership of the president, STES, management representatives, principal, senior faculty of SCOA and non-teaching staff.

**3. There are four sub-committees** to decentralize the activities with similar members as CDC, as 1. Finance Committee, 2. Purchase Equipment Committee, 3. Staff Selection Committee and 3. Building Committee. The process of proposal of all kind, budget, audit, etc. are reviewed and approved through periodic meetings once in each semester. The records of the meetings as agenda, actions taken, minutes are maintained for both. Meeting of GB, CDC, Sub-Committees meetings held on Friday 18th October 2019

**B. Sinhgad College of Architecture (SCOA):**

**1. Internal Academic Monitoring Committee (IAMC):** This is a faculty committee, constituted by the principal and all faculty mainly for curriculum delivery. Continuous Internal Evaluation (CIE) is monitored through 4 nos. of monthly or quarter meetings in each semester. The principal, HODs, Division, Year and Subject coordinators holistically evaluate curriculum delivery, attendance records and progressive academic performances of students, examination, co & extra-curricular activities and reports are sent to parents.

IAMC meetings conducted in Semester I	
Quarter	Date
Semester Commencement meeting	17.6.19
Quarter 1 (II to V yr)	4.7.19
Quarter 2	9.8.19
Quarter 3	9.9.19
Quarter 4	7.10.19
Semester Conclusion meeting	23.10.19

**2. Faculty-Student Body “SUSAMVAD”:** Elected team of students in 14 portfolios, headed by faculty coordinators organize all co and extra-curricular activities. The election for team of 2020 was held on 20.12.19 and a new team has been formulated as follows:

SUSAMVAD COMMITTEE 2020					
	Portfolios	Faculty Coordinators	Advisory Coordinators (Fourth Year)	Senior Coordinators (Third Year)	Junior Coordinators (Second Year)
1	Susamwad Head	Prof. Manjusha Gokhale	Abhishek Jain	Manas Ghule	Keshav Sutar
2	Treasurer	Prof. Priti Dhanwat	Ajikyraj Ghodnadkar	Abhishek Jadhav	Apeksha Chougule
3	Cultural	Er. Rohit Labhshetwar, Ar. Shreyas Paranjape, Ar. Namrata Dandgal	Eesha Shendkar	Tejas Rokde	Gausuddin Shaikh
4	Exhibition	Ar. Mugdha Kulkarni	Samruddhi Dharmadhikari	Sushrut Ekande	Utkarsha Chaphekar
5	Seminar	Ar. Asmita Kale Ar. Manjusha Zalte	Anushree Vaze	Rohan Pote	Asmita Hole
6	Sports	Ar. Kirti Bajare Ar. Manasi Khope Ar. Sunit Thakare	Nishank Chowatia	Saurabh Parmar	Omkar Tupe
7	Workshop	Ar. Sunit Thakare	KinjalBhojani	Omkar Shende	Shivani Deshpande
8	Competetion	Ar. Swarna Hiwarkar Ar. Indrayani Dasare	-	Tejas Kale	Akshada Chaukhande
9	Mural	Ar. Mugdha Kulkarni	Vivek Ajmire	Akshada Patil	Apurva Vasantgadkar
10	Magazine	Ar. Smita Patil Ar. Tejaswini Jangale, Ar. Awani Topkar	Rashmin Kale	Shreya Shukla	Nikhil Sahu
11	Library	Ar. Namrata Khatod	Rachita Shinde	Vrushal savia	Apeksha Wankhede
12	Photography	Ar. Shruti Dandage, Ar. Tanmayee Panse Ar. Pallavi Patil	Adarsh Dashpute	Shrutika Ningune	Shreyas Korade
13	Ladies Representative	Dr. Vaishali Latkar Prof. Kalpana Hadap	Ruchika Salunkhe	Gauri Kumbhakama	-
14	NASA	Ar. Akshaya Kudale Ar. Akshar Mendhe	Suraj Jangid	Ravish rane	Kunal Patni

**6.2 Strategy Development and Deployment: Improvement necessary**

- Strategic plan and Deployment documents to be made with
- Organisatnal Structure for
- Implementation of e-governance in Development, Administration, Finance and Accounts, Student Admission and Support, Examination

- minutes of meetings and implementation of their resolutions of various bodies/cells/committees to be maintained

### 6.3 Faculty Empowerment Strategies: Improvement necessary

- welfare measures for teaching and nonteaching staff:
- financial support to teachers to attend conferences / workshops and towards membership fee of professional bodies
- Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff
- No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes
- Performance Appraisal System for teaching and nonteaching staff

### 6.4 Financial management & resource mobilization: Major improvement necessary

- internal and external financial audits regularly
- Funds / Grants received from management, non-government bodies, individuals, philanthropies
- strategies for mobilisation of funds and the optimal utilisation of resources

### 6.5 Internal Quality Assurance System: Major improvement necessary

- Academic and Administrative Audit (AAA)
- Activities and support from PTA
- Development programmes for support staff
- Post Accreditation initiatives

<b>Internal Quality Assurance System</b>	
Support from PTA ( 3 nos)	<ol style="list-style-type: none"> <li>1. Parents' feedback: The College organizes Student-Parent-Teacher meet held at the onset of every new semester to get feedback on college functioning and other aspects. The parents are intimated through letter, SMS service and phone calls by the faculty coordinators as and when the need arises to appraise the parents about their wards. Parents Groups</li> <li>2. parents representative in committees: In various committees, as IQAC, Anti-Ragging Committee parent-representatives are member for both quality enhancement and safe-guarding college from undesirable activities.</li> <li>3. Invitation to events: parents are invited for exhibition, prize distribution and other events in the college to see academic works and performances of their wards and to encourage for enhancing quality of works.</li> </ol>
Development Program for support staff (3 nos)	<ol style="list-style-type: none"> <li>1. One week paid summer vacation</li> <li>2. Positive appraisal to most of the staff to retain workforce and opportunity to pursue higher studies or skill development programs. (Mrs. Rutuja Hazare completed M. Com. April 2018)</li> <li>3. Promotion proposal for non-teaching staff working in the same post for more than 5 years and after qualification enhancement.</li> </ol>
Post accreditation initiatives (3 nos)	<ol style="list-style-type: none"> <li>1. CRs group: a committee of Class Representatives (CR) and Lady Representatives (LR) of each year / class from all divisions from all courses is formed as a mechanism to convey the need, feedback and challenges to the students from faculty and the principal &amp; vice-versa.</li> <li>2. Peer group of faculty: Periodic meets to orient and train new faculty to teach, to inculcate research culture.</li> <li>3. Guardian-Teacher - mentoring, counseling, tutorial /remedial classes are conducted for students with unsatisfactory performances to get works completed in the college under supervision of faculty. Grievances and internal complaints are resolve in the class promptly. Parents are informed about their wards' academic and attendance performances every month.</li> </ol>

### Quality Initiatives undertaken

#### 1. Curriculum Development

The Undergraduate course (B.Arch) and Postgraduate courses (M.Arch) offered by the college follow the curriculum and academic calendar of SPPU, where our senior faculty members contributed. A series of meeting of subject teachers from all colleges affiliated to SPPU for each subject is organized to formulate detailed curriculum. Feedback from subject teacher from monthly progressive evaluation meetings are taken into consideration for conveying for revision of syllabus to the BOS members.

#### 2. Teaching and Learning

A student centric learning environment creation is the mission of SCOA. Experiential and experimental teaching methods as site visits, hands-on workshops, study tours are conducted regularly exposing the students

beyond class room teaching. Subject teachers deliver syllabus as per Session and Lesson plans, evaluate attendance and academic performances progressively. In a hierarchical system, Year & Division coordinators, HOD and principal supervise and execute various measures as remedial classes, extended studios and practice tests. Feedback of students are taken into consideration regarding allotment of teachers in timetable, junior teachers are paired with experienced faculty for getting trained properly. Teachers are sponsored for attending training programs conducted by COA for enhancing quality of teaching learning.

3. Examination and Evaluation

All examinations are conducted by SPPU as per academic calendar. SCOA implements progressive evaluation of sessional works and at the end of each semester internal marks are finalized by subject teachers. College Examination Officer (CEO) along with an internal committee coordinates meticulously all examinations as theory paper; in-sem at college & end-sem of SPPU and sessional and viva which are carried out by both internal and external examiners appointed by the university. Theory examinations are evaluated at Centralized Assessment centre of the university. Result, scrutiny and revaluation of marks are conducted by SPPU.

4. Research and Development

in conferences, seminars and workshops, to apply for funded research of SPPU. A national level conference in collaboration with SPPU would be conducted at SCOA on 23<sup>rd</sup> & 24<sup>th</sup> January 2020, where all faculty members are encouraged to participate with subsidized registration fees and publish their research papers. Students conduct research on topics in fourth year B. Arch., later extend in architectural project in fifth year. Students are motivated to participate university research grants and other design and creative competitions. Academic Research Coordinator (ARC) along with other internal committee members monitor and promote research.

5. Library, ICT and Physical Infrastructure / Instrumentation

STES has central library with wide collection of books, journals, e-sources on various topics, where one floor allocated to SCOA. In addition, there is a departmental library in SCOA building. The college building is fully equipped with wi-fi network and classrooms with LCD projectors and screen, fixed or portable sound system for curriculum delivery in audio-visual media. There are studios with work stations for each student of all classes, where majority part of teaching-learning takes place. Three Computer Labs are equipped with computers, printers, scanners, etc., other laboratories with required instruments. Electricity back-up system is available in campus.

6. Human Resource Management

STES follows practice of recruiting teaching and non-teaching staff, and task of deploying, managing, motivating, training and maintaining employees is at the principal. The governance system deals with planning and implementation of administration activities as per directives of STES under Assistant Registrar and academic activities as per STES and SPPU under HODs. There are various committees in hierarchical layers for governing both academic and non-academic activities starting from management committees to internal ones constituted with teaching and non-teaching representatives. Periodic meetings are conducted by members and actions are taken to implement requirements as per norms and necessities.

7. Industry Interaction / Collaboration

Collaboration with people or organizations for working together is encouraged to achieve vision and mission of the college. There are short-term collaborations during last year with practicing architects, engineers and technical experts through site visits, lectures for subjects like Building technology and material, Building services, where students had experiential learning opportunities. In M.Arch (AC), joint studio with IIT Roorkey conducted for exchange of ideas and sharing of teaching learning skills. SCOA has long-term MOU with INTACH and looking forward to sign more in near future which is under process.

8. Admission of Students

Admission to both B.Arch and M.Arch. is conducted centralized by DTE of Government of Maharashtra. There is an internal committee to carry out admission procedure and college facilitate candidates by providing guidance in filling up forms, to scrutinize & verify and counseling for admission. A permanent exhibition of best works of students of all classes is displayed in college corridors and updated every year, which helps aspirant candidates to choose this college. All available seats of B.Arch. in admission of last academic year was filled up and almost all in M.Arch. due to good reputation of college.

**Implementation of e-governance in areas of operations:**

9. Planning and Development

The college is consciously initiated green practice to make paperless system as; circulates academic planning and information, official notices to faculty through email, website is upgraded from time to time by uploading annual magazine, event details etc., all lesson plans, session plans, teaching schedules are being shared on Google drive. The students are also given instructions for academic activities by faculty through digital media.

10. Administration

As a green initiative and to maintain transparent system, college makes efforts to be paperless by digitization in office work too. STES has ERP (Enterprise Resource Planning) system as MIS, for managing various leave and vacation records, appraisal, and employees' data in earlier years. This year similar internal system was used



for appraisal of teaching faculty and feedback of management. Popular app WhatsApp is also used as various groups are created for fast communication.

11. Finance and Accounts

Financial accounting of preparation of financial statements, summary, analysis and reporting of financial transactions is governed by government rules and STES standards. Finance sub-committee prepares proposed annual budget of income & expenditure annually and approved by STES central committee, which is revised after six months, and balance sheet is prepared. SCOA has a fully computer-based transparent centralized financial system by using Tally 9 software linked with STES account department.

The purchase committee makes proposals and gets approval from STES. Most of the transaction are through DD, Cheques or RTGS.

12. Student Admission and Support

Admission to B. Arch. and M.Arch. followed by a centralized admission procedure by state authority DTE. The eligibility criteria for B.Arch. followed COA norms and M.Arch. followed DTE guidelines. Admission against vacancy was advertised in print and electronic media. The rules and regulations are provided through the prospectus and college website for the benefit of the students. The admission process is systematically administered as per the schedule of DTE and is transparent.

13. Examination

Examination circular and all correspondence are acknowledged online from SPPU Examination department. Students fill examination forms online through their exam login created on SPPU examination link. Question papers are downloaded on the day of examination an hour before commencement with the help of password sent to the principal and CEO. The process of uploading of sessional marks are done within stipulated period by the internal examiner and validated by the external examiner of each subject. Results and revaluation are also online process.

## Criterion VII: Institutional Values & Best Practices

### ASSIGNED SCORE FOR KEY INDICATORS BY NAAC: Criterion VII

Criterion VII: Institutional Values & Best Practices				
<b>7.1 - Institutional Values and Social Responsibilities</b>				
7.1.1 Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)				
7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:Percentage of power requirement of the College met by the renewable energy sources				
7.1.3 Differently abled (Divyangjan) friendliness				
7.1.4 Inclusion and Situatedness				
7.1.5 Human Values and Professional Ethics				
Code of conduct (handbooks) for various stakeholders				
7.1.6 Activities conducted for promotion of universal Values and Ethics				
<b>7.2 Best Practices</b>				
Describe at least two institutional best practices Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link				
<b>7.3 Institutional Distinctiveness</b>				

- **Gender equity:** Major efforts necessary
- There is a conscious effort made by the college for the girl students to give opportunities through various events for empowering them for teamwork and leadership, as they compose almost 50% of the students' strength. Visits to construction sites, study tour and interaction with professionals and experts are considered as training to work in outside men's world.
- Many events are organized specific to women issues.
- There is women complaint committee to address gender related issues.
- **Environment consciousness & sustainability:** Major efforts necessary
- The College has the vision of crafting young minds sensible and responsible to natural, social and cultural environment as they would be the future nation builders. The students are exposed to various places of different climate zones and of cultural diversities, to design sensitive to environment focusing on parameters of sustainable architecture.

- There are several steps taken to make aware of critical issues of diminishing natural resources as water, plants & trees, pollution etc. to save the environment.
- **Differently abled (Divyangjan) friendliness**
- **Inclusion and Situatedness**
- **Human values & professional ethics**
- **Code of conducts for various stakeholders:** code of Conduct for students, faculty and staff are formulated as part of SCOA Charter which is uploaded in the website.

**Best practices:** [Weblink:](#)

- **Best practice 1: Exhibition of students works**
- **Best practice 2: Study Tours**

<b>Study tours 2018-19</b>			
<b>First Year B. Arch.</b>			
Division A	Division B	Division C	Division D
Place: Ratanwadi (205 Km from Pune), Date: 27 <sup>th</sup> - 29 <sup>th</sup> January 2019 Number of students: 37  <b>Ar. Manasi Khope,</b> Ar. Tanmayee Panse, Ar. Rohit Labhashetwar	Place: Bhandardara Date: 13 <sup>th</sup> – 15 <sup>th</sup> January 2019 Number of students: 40  <b>Ar. Manjusha Gokhale,</b> Ar. Pallavi Patil	Place: Anjarle Date: 22 <sup>nd</sup> - 25 <sup>th</sup> January 2019 Number of students: 30  <b>Ar. Pallavi Patil,</b> Ar. Megha Butte	Place: Theur (205 Km from Pune), Date: 20 <sup>th</sup> & 21 <sup>st</sup> December 2018 Number of students: 36  <b>Ar. Pradnya Patki,</b> Ar. Snehal Phalke, Ar. Anjali Agarwal, Prof. Nalini NaikNimbalkar
<b>Second Year B. Arch.</b>			
Place: Jodhpur, Jaisalmer Date: 5 <sup>th</sup> – 9 <sup>th</sup> January 2019 Number of students: 32  <b>Ar. Mugdha Kulkarni,</b> Ar. Vikram Shah	Place: Badami, Hampi, Pattadkal Date: 7 <sup>th</sup> – 12 <sup>th</sup> January, 2019 Number of students: 33  <b>Ar. Leena Jain,</b> Ar. Anuja Gujar	Place: Jodhpur, Jaisalmer Date: 10 <sup>th</sup> – 15 <sup>th</sup> January, 2019 Number of students: 35  <b>Ar. Manjusha Zalte,</b> Ar. Priti Dhanwat	Place: Ahmedabad, Date: 17 <sup>th</sup> – 24 <sup>th</sup> December, 2018 Number of students: 36  <b>Ar. Kirti Bajare,</b> Ar. Nikita Mahajani
<b>Third Year B. Arch.</b>			
Place: New Delhi Date: 4 <sup>th</sup> - 9 <sup>th</sup> January 2019 Number of students: 34  <b>Prof. Kalpana Hadap,</b> Ar. Namrata Khatod	Place: Chandigarh Date: 9 <sup>th</sup> – 15 <sup>th</sup> December, 2018 Number of students:35  <b>Ar. Niketa Patil,</b> Ar. Saurabh Shinde	Place: Jodhpur, Jaisalmer Date: 10 <sup>th</sup> – 15 <sup>th</sup> January, 2019 Number of students: 38  <b>Ar. Vinita Lavate,</b> Ar. Kavita Patil	Place: Chandigarh Date: 4 <sup>th</sup> – 8 <sup>th</sup> December, 2018 Number of students:26  <b>Ar. Anita Kavthekar,</b> Ar. Anjali Rasane
<b>Fourth Year B. Arch. Site visit</b>			
Place: Kolhapur Date: 19 <sup>th</sup> December 2018 Number of students: 34  <b>Ar. Pranoti Lad,</b> Ar. Neha Anwane, Ar. Manasi Khope	Place: Chandni Chawk, Pune Date: 18 <sup>th</sup> December 2018 Number of students: 38  <b>Ar. Mukta Pandit,</b> Ar. Swana Hiwarkar	Place: Shirur, Pune Date: 19 <sup>th</sup> & 24 <sup>th</sup> December 2018 Number of students: 32  <b>Ar. Anuja Inamdar,</b> Ar. Nidhi Shand	Place: Talegaon Dabhade, Pune Date: 12 <sup>th</sup> & 13 <sup>th</sup> December 2018 Number of students: 31  Ar. Sudhir Deshpande, <b>Ar. Poonam Pasare,</b> Ar. Shreya Shirsath

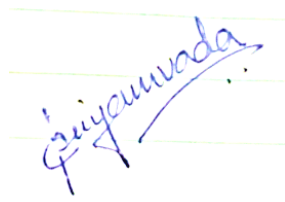
- **Institutional distinctiveness** [Weblink:](#)
  - Transparent, conducive and collaborative work environment
  - Bottom-up Student-centric approach for all round development
  - Three level bodies for planning & implementation for Co & Extra-curricular activities
    1. SPPU (University) level: Since University Act 2017 of Maharashtra implemented in SPPU, Student Council has been formed in 2018 where topper students of each year, students from reserved category, girl student representatives, sports & cultural representatives are selected with the leadership of SDO (Students Development Officer) and the principal. Many SPPU sponsored programmes are organised by this team in the college during the year.
    2. STES (Campus) level: Students and teachers from the college represent to this body at campus level. Sinhgad sports & cultural Karandaks are organised by this committee. At college level, SCOA faculty coordinator takes initiatives to arrange many programs for all students of STES.
    3. SCOA (Institute) level: A team of Teachers & elected Students & Non-teaching staff is involved in allocation of funds and organisation of various co & extra-curricular activities with guidance of faculty

coordinators and the principal. A calendar of activities in each semester inserted in academic schedule . Many activities are organised by the team throughout the year under the leadership of students from different portfolios.

#### 4. Future Plans of action for next academic year

- SCOA has the vision to craft “Sensible and Responsible” architects for the society, and mission of academic excellence and all round development of the students. To implement the mission we require a conducive academic environment to learn, demonstrate and progress. There are three major components of conducive academic environment includes
  - Firstly, qualified, motivated and competent faculty with a blend of high experience & wisdom with young & energetic dynamism. The strength of determination and solidarity of the faculty, staff, student, management, alumni and parents witnessed in progress of college so far is worth to be complemented.
  - The second component is the physical facilities, as the institute has been developed in two decades with state-of-the-art infrastructure for efficient teaching-learning implementation.
  - Third component includes the transparent and collaborative work environment for maintaining and progressing further with quality enhancement.
- The curriculum of SPPU followed in the college is examination oriented preventing from in-depth knowledge acquiring strategy to implement due to quantum in stipulated time. Hence, this limitation is to be overcome by initiatives of experiential, innovative and experimental methods to convert the college into a learning center.
- New opportunities as scope for inter-disciplinary and collaborative research, faculty exchange program and consultancy services from various agencies are to be encouraged.
- The involvement of external stakeholders as alumni and parents is to be strengthened in overall development of the college.
- A pioneering step has been taken to overcome challenges to accredit Architecture College by NAAC and successfully achieved a moderate grade. A step further is the goal to make SCOA a **Learning Centre** of excellence of architecture and allied fields

All minutes are proposed by Dr. Priyamvada N. Chitale and seconded by Prof. Manjusha Gokhale.



Dr. Priyamvada N. Chitale  
IQAC Coordinator



Dr. Banani Banerjee  
Principal