SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

STE'S SINHGAD COLLEGE OF ARCHITECTURE, VADGAON (BK) PUNE.

S.NO 44/1, VADGAON (BK) ,OFF SINHGAD ROAD,PUNE
411041
www.sinhgad.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sinhgad College of Architecture commenced in 2000, offers undergraduate (B. Arch.) and post-graduate (M.Arch.) studies of architecture under Savitribai Phule Pune University (SPPU). The curriculum of the courses follow syllabus and norms of SPPU, where representatives from our college are members in various committees. In 17 years, college has grown quantitatively from 40 intake to 160 intake in B. Arch. courses and gradually adding two PG courses. SCOA, and PhD programme. Since its inception, SCOA has given utmost importance in quality education and employed highly qualified and experienced team of faculty with proper infrastructure. After 13 batches passed, today, this institute is recognised as a distinguished center for learning in the field of architectural education

Vision

"Crafting sensible and responsible Architects for the Society"

The Sinhgad College of Architecture has been founded with the objective of bringing forth well-educated, informed and motivated architects equipped with ultra-modern skills, who can contribute towards building a humane society for the future by taking up the task of visualizing and designing for the human habitat with confidence and integrity.

Mission

"Committed to offer a conducive academic environment to learn, demonstrate and progress"

The college is committed to create a conducive teaching and learning environment to lean, demonstrate and progress. Our primary objective is to ensure the highest level of academic excellence along with the spirit of creativity and growth in every individual, for both students and teachers. Therefore, we encourage our students to look at the world beyond mere academics by providing a wider exposure through a series of guest lectures and workshops by experts in architecture and related fields.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Location: One of the most significant strength of SCOA is its location, which is on a quiet hilltop at the outskirt but not far away of a major city, where there are no shortages of quality resources and wide exposure for teaching and administration.

Campus: Secondly, the availability of safe and secured student-centric facilities at campus in terms of academic and all-round development.

Faculty: The college possesses a team of dedicated and qualified teaching faculty with a high degree of commitment towards teaching.

Teaching-Learning Process: A systematic structure of teaching process is followed with making the schedule of teaching, allotment of teaching load, periodic evaluation, special guidance to students of poor performances and keeping records of the documents for further analysis for enhancement of the system.

Conducive Academic environment: Various academic programmes are arranged for students as well as for teachers beyond the class room teaching like guest lectures, hand-on workshops, seminars etc. The college has good culture, conducive for growth, good team work and decentralized processes.

Management support: The management encourage with all facilities to make all our endeavors successful.

Institutional Weakness

Student-teacher ratio: It is expected to be improved and consistent for better outcomes.

Research: More publications of research articles by the faculty in refereed journals are expected.

Institutional Opportunity

Multi-disciplinary exposure: Students take the opportunity to interact in various programmes in campus with students from different disciplines.

All-round development: Various sports and cultural facilities, programmes and competitions are organised regularly where students can nurture their hobbies and talents.

Higher studies: SCOA conducts two PG programmes, where students can pursue their extended academic desire in the fields of Computer Application and Architectural Conservation.

Placement: Many alumnus of our college are recognised by the employers as well-trained architects and some of them already started their private architectural practice.

Institutional Challenge

Less time for research: Academic enhancement of faculty is difficult as less time is available due to SPPU examination schedule

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion 1 explains about the curriculum aspects of SCOA. We have main guiding bodies which are COA and SPPU for planning of the curriculum for B. Arch, M. Arch and PhD. The institute follows this strictly and also conducts value addition programs in the curriculum. Ours institutes has teachers who were members of the SPPU BOS body. We have many faculty members holding the portfolio of subject chairmen, examiners and syllabus committee members.

We conduct regular quarter review meetings (periodic) in the presence of Principal, Head of the department, Division coordinators to understand the progress of each individual student, syllabus completion, academic records and attendance records. We also conduct parent-teacher meetings to inform parents about the progress of their ward.

Besides the regular curriculum we integrate different committees which address issues related to gender, environment and sustainability, human values and professional ethics. Our faculty conducts annual architectural study tours national and international for all years. We have subject related site visits, guest lectures and workshops. We encourage our faculty to attend QIPs like early induction programs and continuing education programs from allied fields.

SCOA students have taken part in the field projects/ internships for past 5 years. We have regular feedback system at the end of each academic year to take random feedback from teachers, students and alumni. Positive corrective measures are implemented on the basis of the feedback. Our aim is for overall development of the students through curriculum, extra curricular and value added courses.

Teaching-learning and Evaluation

Teaching , Learning and evaluation is a continuous process. The teaching process starts from the enrollment of the student in the Institute. The diversity of the students' in terms of their background, learning levels is addressed by the Institute by organizing a orientation program at first year level.

The Institute abides to the student – full time teacher ratio prescribed by COA.

The Institute has a experienced full time teachers as well as practicing faculty coming in as visiting and guest faculty.

Other than the routine lectures and studio work various student centric methods are implemented such as group work, individual presentations, juries, hands on workshops, guest lectures.

The teaching learning in the Institute is reflected in the continuous assessment that is done based on the outcomes of various topics by the students.

The Institution adheres to the Academic calendar for conduct of the continuous internal evolution.

Attainment of programme outcomes, programme specific outcome and course outcome is evaluated by the institution.

Student satisfaction survey with regards to teaching learning is of great help in continuous progress of the Institution.

Research, Innovations and Extension

The institute has been equipped with recognized research centres affiliated to SPPU for doctoral research in Architecture till 2017. Five Ph.D. research scholars have pursued their research in Architecture and have completed the doctoral degree.

The institute allocates a sum outlay of 10% of the total budget for Research and Development related activities. The faculty from the institute have carried out 5 research projects with a grant amount of Rs.8.8 lakhs received from BCUD, UOP till now. The Faculty strives for research paper publications in peer reviewed journals. The institute promotes the students to participate in activities such as Avishkaar and various field related competitions which facilitates the prime objective of research and innovation

The institute has signed MoU's with renowned and reputed institutes such as Polytechnico Milano and UNESCO to integrate research and extension activities in technical education.

The institute takes active participation to arrange training programs, technical workshops, seminars, expert lectures and others to help the faculty and students to upgrade their knowledge .Social activities like blood donation, Tree plantation camps ,traffic awareness campaigns are organized by the students to enhance holistic development. Social Welfare Officer (SWO) inculcates awareness about social activities amongst students and ensurestheir participation.

The institute encourages and financially supports the students to participate in various national and international events like NASA, Techfest ,ZONASA, Archifest, Vasundhara etc. It also organizes various activities through Students' Clubs, and other forms of community development services.

Infrastructure and Learning Resources

Infrastructure requirement for teaching-learning is available in all four divisions fulfilling the norms recommended by Council of Architecture. It includes studios, classrooms, laboratories, multipurpose hall, departmental- central library etc. The infrastructure is being added to keep in pace with the requirements of increased intake. All the class rooms are equipped with LCD projector, computer system. CCTVs are provided at important locations of the building. Facilities available for extra-curricular activities like Cricket Ground, Playground, Amphitheatre, Swimming Pool, Gymnasium, Cultural Centre, Fruit Centre, Milk Parlor, Medical Store, General Stores and Campus Clinic. The institute has sufficient hostel facility available in campus for both boys and girls including one NRI hostel. Boys' hostel accommodates 48 boys and girls' hostel accommodates 201girls. All the rooms are provided with a cot, mattress, pillow, table, chair and cupboard. The NRI students are provided with three seater rooms with provisions like refrigerator, TV, Kitchen trolley with Gas cylinder and washing machine. The institute has a campus clinic for counselling and treatment. In addition, the STES has got a medical and dental hospital which provides all the facilities of hospital free of cost to all the students, faculty as well as the outside patients.

The college have adequate computing facility both in terms of hardware and software. All the computers available have latest configuration with licensed software installed. The campus is connected to central Universal Threat Management device through LAN which provides internet facility of bandwidth 5MBPS-20MBPS, Wi-Fi facility with band width 1 GBPS is made available 24×7.

Student Support and Progression

SCOA focuses on all round development of the students along with academics. The students are encouraged to participate in various national level competitions and events in academic, cultural, and sports activities. Several students from the institute received laurels by winning the events in most of these activities. The institute has a student association called SUSAMWAD for various activity portfolios under the guidance of teachers like exhibition, magazine, construction yard, etc. The institute is part of well-known annual cultural activity of STES "Sinhgad Karandak" and annual technical meet of students "Techtonic", which is highly desired by all students for participation.

The institute motivates the students to go for higher studies and research work and hence appear for competitive exams. This number has substantially increased in the last few years. The alumni association contributes actively to the growth of the institution. The college facilitates the needy students with financial assistance through Earn &Learn scheme of SPPU. We also help eligible students admitted in reserved category to receive scholarship from the State Government.

We prepare students to face real life challenges to become successful, for which career counseling is done from time to time, as and when required. The institute has a Student Grievance Redressal Cell as well as anti-ragging committee and squad comprising of Principal, Faculty members and student representatives. The students' personal and academic grievances are taken care of by the guardian teacher, Class Teacher and the higher authorities, if needed.

Governance, Leadership and Management

SCOA, a leading academic institute imparting quality education from undergraduate to doctoral studies; aims at holistic development of students and teachers by implementing pedagogical and other supporting initiatives to purposefully meet development objectives of the institute. The insight of management has resulted in synergy between Management, Principal and faculty for persistent enhancement in quality policy as envisaged and monitored through IQAC and other committees at institutional level. The functioning of the institute is at four different levels such as student, faculty, division coordinators & HOD and Principal; it promotes participative culture, effective implementation of curricular as well as extracurricular activities. In view of STES vision, the principal and faculty members as a team try to follow a well formulated teaching learning process keeping practical knowledge as focus as well as overall versatile development of the students. This is ensured through well thought academic calendar, session & lesson plans, inputs from practicing architects and Academic Monitoring Committee. The Institution puts together sustained efforts for career advancement, leadership & skill development for faculties through motivation to pursue higher studies, encouraging provisions like travel grant, on duty leave, study leave, study tour coordination as well as Group Insurance Scheme (GIS), Accidental Insurance etc. The institute intends to attain the center of excellence in academics & architectural research through proper implementation of deliberate plan and IQAC initiatives.

Institutional Values and Best Practices

Institute adopts environment friendly practices and takes necessary actions.Initiative is taken by the faculty, staff and the students, through various projects periodically. The institute tries to save each unit of energy on the campus by making optimum use of available energy. Electrical supply has acentral switch and generator

backup. Mail facility, recycling of waste paper and cardboards are steps towards environmental education.

CCTV facility at important locations, hostel facility in campus for students, well-guardedentry are for safe environment of students on campus. Different committees likeGrievance Cell, Anti ragging ,Women sexual harassment, grievance cell are for healthy environment in the institute.

Thefaculty and students are actively involved in arranging blood donation camp, tree plantations, old cloth donation camp, arranging Vasundhara festival etc. The institute had organized 'Yes plus- happiness program' of Art if Living organization for stress management.

Regular meetings of faculty are arranged periodically to increase the bonding between them. It helps in creating healthy and positive work environment among the staff members and be productive.

IPEBS: Interactive program to enhance the attachment of staff, is the practice to increase the bond among the staff and for positive work environment. A positive mental health is an essential requirement for the best performance in academics for the students

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	STE'S SINHGAD COLLEGE OF ARCHITECTURE, VADGAON (BK) PUNE.
Address	S.NO 44/1, VADGAON (BK) ,OFF SINHGAD ROAD,PUNE
City	PUNE
State	Maharashtra
Pin	411041
Website	www.sinhgad.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	NALINI NANDRAJ N AIKNIMBA LKAR	020-26837072	9673567072	020-2435143 9	nalininaiknimbalka r@sinhgad.edu
Principal	BANANI BANERJEE	020-24351439	9850807072	020-2435472 0	principal.scoa@sin hgad.edu

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-08-2000

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	30-05-2017	12	Approval received for current year

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	S.NO 44/1, VADGAON (BK) ,OFF SINHGAD ROAD,PUNE	Rural	50	5694.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BArch,B Arch	60	HSC	English	800	735
PG	MArch,M Arch	24	B.Arch	English	40	18
PG	MArch,M Arch	24	B.Arch	English	40	19
Doctoral (Ph.D)	PhD or DPhil,Ph D	60	PG	English	10	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5				11				35
Recruited	0	2	0	2	0	2	0	2	2	11	0	13
Yet to Recruit				3				9				22
Sanctioned by the Management/Society or Other Authorized Bodies				6				14				38
Recruited	0	6	0	6	11	3	0	14	23	15	0	38
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	9	10	0	19
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	4	0	0	2	0	3	9	0	18

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	2	0	5	18	0	26

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	8	3	0	10	6	0	28

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	60	17	0	77

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	308	8	0	0	316
	Female	413	6	0	0	419
	Others	0	0	0	0	0
PG	Male	15	0	0	0	15
	Female	18	4	0	0	22
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	28	24	27	17
	Female	22	21	24	17
	Others	0	0	0	0
ST	Male	4	1	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	51	56	42	39
	Female	73	86	55	41
	Others	0	0	0	0
General	Male	215	243	221	234
	Female	281	280	308	279
	Others	0	0	0	0
Others	Male	48	21	13	11
	Female	57	16	16	11
	Others	0	0	0	0
Total		779	748	707	649

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 04

Number of self-financed Programs offered by college

Response: 04

Number of new programmes introduced in the college during the last five years

Response: 00

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
779	748	707	649	572

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

2016-17	2015-16	2014-15	2013-14	2012-13
445	445	445	445	445

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

2016-17	2015-16	2014-15	2013-14	2012-13
120	135	76	75	91

Total number of outgoing / final year students

Response: 497

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
120	100	127	92	73

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

2016-17	2015-16	2014-15	2013-14	2012-13
38	36	35	37	40

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
54	36	35	37	40

Total experience of full-time teachers

Response: 1626.6

Number of teachers recognized as guides during the last five years

Response: 01

Number of full time teachers worked in the institution during the last 5 years

Response: 58

3.4 Institution

Total number of classrooms and seminar halls

Response: 35

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

2016-17	2015-16	2014-15	2013-14	2012-13
400.60	250.33	168.85	100.55	113.03

Number of computers

Response: 144

Unit cost of education including the salary component(INR in Lakhs)

Response: 1.02

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 0.51

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

STES's Sinhgad College of Architecture (SCOA) Vadgaon Bk. Pune, is a well-established Architectural college affiliated to Savitribai Phule Pune University (SPPU) since 2000-2001. It is also recognized by the Government of Maharashtra and approved by the All India Council for Technical Education (AICTE) and Council of Architecture (CoA). The institute follows the curriculum designed by respective Board of Studies (BoS), SPPU.

The Bachelors of Architecture (B.Arch.) which is a five year degree course (since 2000) and Masters' of Architecture (M.Arch.) which is a two year specialization in Architectural Conservation (since 2006) and Computer Application (since 2007) are designed to address and update the knowledge about the fields.Moreover, SCOA has been a centre for Doctoral studies in Architecture (since 2008). These courses focus to develop the research abilities, design abilities, impart knowledge about various aspects of architecture and develop various skill sets. As per the University guidelines, the courses are structured upon the Credit System Based Assessment since 2015. In semester and End semester assessment is introduced for theory paper subjects and at end of the semester sessional assessment for studio based subjects.

As per the Council of Architecture guidelines approx. 75% course curriculum is prescribed. While remaining is as per the philosophy of the SCOA. A total of 40 periods (45 min duration) per week per term shall be conducted for the course.

The college academic calendar is strictly followed by SCOA, which is prepared on the basis of calendar circulated by Savitribai Phule Pune University.

The academic progress of student is monitored by Year Coordinator and Guardian Teacher (Mentor) by keeping academic records and attendance of each subject. Our semester is divided into four quarters Q1, Q2, Q3 and Q4. The reviews and student feedback is taken at the end of every quarter in every semester to assess the quality of teaching-learning and corrective measures are taken by the faculty. It also has a formal system to obtain feedback from final year students, alumni, parents and practicing professionals associated with SCOA.

Sinhgad Technical Education Society (STES) has representation in Board of Studies (BoS), Academic Council or Senate of SPPU while SCOA has representation in BoS. Many faculty members are holding the portfolio of Subject Chairman for UG and PG courses.

Most of the faculty members have experience in profession as well as teaching. The institute encourages the faculty to undergo different programs like Faculty Induction Program, Teachers Training Program, and Quality Improvement Programs (QIP) to enhance their teaching. The institute has well equipped central

library and state of art digital library for online access to international/national journals as well as several online academic resources. The UG and PG departments offer several workshops, seminars, guest lectures, conferences, site visits, study tours and professional training etc. to serve the purpose of 'value addition' for students in their academics apart from the programs affiliated to SPPU. We also encourage students to participate in several National and International level competitions.

File Description	Document
Link for Additional Information	[View Document](#)

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 59.14

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
08	04	06	02	02

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

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

File Description	Document
Details of the new courses introduced	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 0

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

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

In these formative years of the students, it is crucial to generate awareness and engage them in activities related to social issues, to develop an attitude and train them towards social responsibility. SCOA has devised programs related to various social issues and encourage students to take up leadership and active participation in the events. Through these range of activities and initiatives, every student is urged to participate, contribute with ideas and volunteer their time and also inculcate a sense of team building spirit.

Gender Issues:

With growing concern towards women in society and in institutions, it has become a crucial aspect to deal with a vigilant attitude. The following steps are taken by the insititute:

- Internal Complaint Committee for The Sexual Harassment of Woman employee and Students at Workplace Act. Conducts review meetings/counseling periodically.
- A student grievance cell to address gender issues if any.
- Visits and sessions at Orphanages, Old Age Homes, Girl child education through social activities.

Climate change:

Climate change is a glaring issues faced in today's times and being an educational institute, it plays a major role in shaping the thoughts and actions of the students to reduce carbon footprint, generate less waste, morals of cleanliness and the environment. Following are few initiatives taken up by the institution:

- Campus promotes sustainable environment and tree plantation activities are conducted.
- Reuse of treated waste water and sewage for garden purpose for the past 20 years.
- The institute implements paperless communication and reuse of paper.
- Awareness is created through display boards for implementation of economy measures for electricity, water and stationery saving.

Environmental Education:

Architecture is a close follower of sustainability and eco-friendly living and students are taught to adhere to these principles in their future endeavors. Hence, to inculcate a sense of sub-conscious efforts towards being aware citizens, initiatives are design to encourage students to work towards the betterment of their campus and the city. This is ensured by setting an example of an eco-friendly system within the campus, to serve as an inspiration. The following are a few initiatives undertaken by the institution:

- Implementation on Campus of Waste Water, sewage Recycling plant, segregation of waste material and garbage recycling.
- Controlled power supply for effective use of electricity.
- Buildings are designed to maximize natural light and ventilation.
- Internal communication through e-mail and intercom.
- Climatology and environmental education at First Year B.Arch.

- Saplings are presented to the dignitaries.
- Participation of students and faculty in KirloskarVasundhara International Film Festival (KVIFF) since 2013.
- Participation of students in "Jivit Nadi" Competition to rejuvenate Mutha river of Pune.

Human Rights:

To cater to basic needs of fellow humans, citizens and colleagues, few activities are planned to promote education by provision of scholarships; committees to address issues of students which are otherwise overlooked. The following are a few initiatives:

- Earn and Learn Scheme is implemented for the needy students to make them self supporting to continue education.
- Scholarship schemes from Government of Maharashtra are implemented.
- Grievance Cell , Anti ragging, Internal Complaint Committee

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 20

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 20

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 72.4

1.3.3.1 Number of students undertaking field projects or internships

Response: 564

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E.None of the above

File Description	Document
Any additional information	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: E. Feedback not collected

File Description	Document
Any additional information	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 5.88

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
49	17	28	47	55

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 78.07

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
779	748	707	649	591

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
890	890	890	890	890

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 41.53

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
282	224	178	136	104

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Yes, the institution access the student's needs in terms of knowledge and skills before the commencement of the program.

Orientation Program for Under graduate students:

It is organized for the newly admitted students immediately after admission. During the Orientation program an Expert / Practicing Architect is invited for a talk on Architecture as a career. The Principal addresses the students and invites them in the College with family. All the Teaching and non teaching staff is introduced to the students to get them acquainted. Information about curriculum, code of conduct, co-curricular and extracurricular activities as well as tours and site visits, infrastructure, cultural, sports, Internship training, is given by respective faculty. A small workshop on Art and Craft is also organized which includes sessions like T-shirt painting, Sculpture, treasure hunt. Students are motivated to share their views about college, curriculum and general topic. It helps to easily identify the various skills among the students and their weak areas. They are also motivated to work in groups in various assignments to build a sense of Team spirit among them. The institute strives to understand need of students as they come from different background and locations and need to be given special attention for the curriculum that is taken ahead in the due course of teaching through-out the 5 years.

Orientation Event for Post-Graduation Students

The institute takes orientation events for the students of PG to cater to the students needs in terms of knowledge and skills. During the Orientation program, the students are given a brief introduction of the course and an overview of the 2 year program. The Principal addresses the students and invites them in the College with family. The Principal and Head of the Department also guide them with the college infrastructure and facilities along with a short introduction of all the faculty members including the teaching and the non teaching staff. Information about curriculum, code of conduct, co-curricular and

extracurricular activities as well as tours and site visits, infrastructure, cultural, sports, Internship training, is given by respective faculty. The students, who have come from various colleges and cites are then asked to give their introduction in order to get them all well acquainted with each other. The session commences with small exploratory group assignments related to the respective course that helps to get a sense of understanding into the course and develop a team spirit among the students. Different exercises, tasks are undertaken to orient the students to the course such as field visits, heritage walks, creative exercises, screening of movies/documentaries. A renowned practitioner from the field is invited to give a presentation to the students and the faculty then gives them an overview of the students work from the past year concluding the session. The institute strives to understand need of students as many students come from different background and locations and need to be given special attention for the curriculum. That is taken ahead in the due course of teaching throughout the 2 years.

File Description	Document
Any additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 20.5

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

Under –Graduate Course :

Experiential learning:

Opportunities for interactive learning are provided from the beginning of the first year in the form of

Settlement study in a rural area. Students visit a small settlement and study various aspects of the community which have an impact on the Architectural Character such as the lifestyle, activity pattern, local construction materials, structural systems, facades, etc. Students themselves take interviews of the local people, visit the local authority, do the measured drawings, and the accompanying faculty guides them through this process. Similarly, over the next 6 terms, scale of the settlement increases to towns, metros and cities. Annual study tours give a very good exposure to the students about various cultures, traditions having an impact on the Architecture. During these study tours, Experts from the town are invited to have an interaction with the students. Renowned Architects give presentations and invite students to see their work. This experience of studying and analyzing a building/project where the Architect himself explains the Concept, process of Design, execution of work and the built form, helps the students to evolve.

Participative learning:

To develop interactive and collaborative learning, periodical site visits on under-construction sites are carried out. Along with Theory subjects, the execution of construction is demonstrated by skilled labor for better understanding. Construction workshops are organized every year where experts in the field of construction are invited along with a team of skilled labors. Students are then grouped and Hand-on assignments are conducted. This practical training of execution helps students understand execution of design better and helps in problem solving at design stage. The Ninth Semester is dedicated for Practical training where students join an Architectural firm and work for 4 months. The training gives the students an exposure in new technologies and Practice of Architecture.

Problem solving:

Various research projects, where many current and critical issues are taken over by the students to study, various journals, books, and other resources are referred and data is collected from related cases. The findings are compiled to address towards recommendations. Various papers are presented in seminars and workshops.

File Description	Document
Any additional information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 281.58

2.3.2.1 Number of teachers using ICT

Response: 107

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 32.46

2.3.3.1 Number of mentors

Response: 24

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Students are exposed to participate in various competitions organized in regional and national level, where their creativity in design is assessed by the experts. National level NASA, NIASA thesis competition and various other competitions held by AESA, IIA, where students participate. Such activity drive the students to excel in architectural design, which is predominantly creative in nature. Students are encouraged for different creative ideas and its application. Incorporation of audio-visual materials in teaching-learning sessions, movies, etc. which help their imagination thrive to grow which not only develops their ability to listen, but to understand the concepts better. Students are also exposed to learn practical knowledge from the material museum, model making laboratory, environmental laboratory, etc.

Teachers are also encouraged to participate in conference, seminars to showcase their creative and innovative research approaches. The experiences of the faculty not only enhance the competence and confidence, but also become beneficial in teaching students. Bringing innovation and creativity in the teaching process, by accepting new challenges in architectural fieldwith the help of developing idea of researching, paper publishing, article writing and participating in different competitions.

2.4 Teacher Profile and Quality

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

Response: 94.07

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document]
List of the faculty members authenticated by the Head of HEI	[View Document]

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 5.94

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	2	2	1

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document]

2.4.3 Teaching experience per full time teacher in number of years

Response: 42.81

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	[View Document]
Any additional information	[View Document]

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 34.95

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	2	2	8

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 5.08

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Being an affiliated institute, University procedures are followed rigorously in the institute. The circulars and notices regarding evaluation are sent to all departments through administration and exam departments. Information for students Notices/circulars regarding evaluation process are displayed on the notice boards and are also conveyed to the students by the class coordinators.

Orientation program is conducted at the beginning of academic year for students in First Year Architecture where parents and students are made aware of the evaluation processes, Term / sessional work evaluation of students is based on continuous progressive assessment.

Students are made aware of this assessment scheme in the orientation program and in the first lab/tutorial session. Notices/circulars are circulated to faculty in department meetings, are displayed on notice boards. Continuous assessment evaluation scheme is discussed in Course coordinator-course teacher meetings Students, faculty, staff and parents are also encouraged to visit SPPU website regularly. In addition to the evaluation processes laid down by SPPU, institute also evaluates students on the attainment of learning

outcomes. Outcome based evaluation methods are also disseminated to students, parents and industry through respective meetings organized every semester. Faculty members are made aware on these evaluation methods during the internal faculty meetings conducted at department level. New faculty are encouraged to attend Induction programs and teacher's training programs.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

In the 1st week of every month a meeting of all the subject coordinators, division coordinators and the Principal is held where the issues regarding the continuous evaluation and the attendance of the students are discussed in detail. Remedial classes are planned as extended studios and the weak students are given a chance to upgrade their work and thus upgrade their evaluation. The students are made aware of the evaluation students are instructed to attend the remedial classes.

At the end of each semester/ term the reports are compiled to give a cumulative report.The continuous internal assessment is considered while cumulative marking along with the assessment of the final outcome for each subject head.

The assessment is done in a varied manner, some topics are evaluated for the understanding, some are applicative nature and some are based on the teamwork. There are external juries along with the classroom marking for maintaining a fair balance. The continuous assessment thus reflects the varied facets of the student and makes the process a wholesome assessment process.

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

Response:

College has well established transparent & set mechanisms pertaining to examination related grievances. All examinations are conducted by SPPU, except In-Sem examinations. SPPU examinations are composed of two types: sessional works of the students for the term and theory papers. Sessional works are again assessed in two parts internal and external.

The complaints for internal evaluations are referred to the Principal through Head of the Department, Division coordinators. The concerned subject teaching faculty & Guardian Teacher (Mentor) resolves the grievances. SPPU also has set mechanism to deal with examination related grievances. It is adopted & executed at College level too. College assess the students to follow up the setup .

Theory examination is conducted by SPPU which are assessed at Central Assessment Programme (CAP). Students can apply for verification , revaluation and for photocopy of answer book to SPPU through college. The queries & complaint about this evaluation are recorded by examination section of the College and submitted to the University for correctiv action. These correction actions are normally re-evaluation, re-checking , providing photocopy of answer sheet to the student etc. The University examiners re-verify , re-assess the answer books and the revised marks if any, are sent to the Institute which are communicated to

the respective student. If any errors in SPPU question papers are also represented and forwarded to the University with proper channel.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The Institution is bound by the Academic Calendar decided by the SPPU. The Institute strictly follows the schedule in the Academic Calendar in the following ways.

1. The commencement date
2. The in-sem examination date
3. The Semester end date
4. The period allotted for conduct of practical and sessional examinations
5. The timetable for the Theory examinations

The teaching plan makes sure that the syllabus is covered within the time frame and it ensures that the topic marked for the in-sem theory examination are covered and progressively assessed within the first six weeks from the commencement of the term. The remedial studios depending on the performance and attendance of the students is planned right after the first week into the semester.

The in semester examination timetable is declared and displayed on the notice board and the examination is conducted in accordance to the set norms of the SPPU.

The answer books are assessed by the faculty and the marks are sent to SPPU / or uploaded on the examination portal of SPPU in the stipulated time period.

The further syllabus is covered and lectures and studios are conducted according to the teaching plans. The evaluation schedule follows the teaching schedule for progressive and regular assessment.

A prefinal marking of the sessional work is scheduled in the second last week. This evaluation is based on the progressive assessment done throughout the semester / term. The work is evaluated and the students are made aware of the marking. The students thus have a week in hand for upgrading or completing their work.

The final evaluation is done in the last week and the internal marklists are kept ready for the practical / sessional examinations to be conducted after the semester / term ends.

File Description	Document
Link for Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

PROGRAMME OUT-COMES –UG PROGRAMME (B.ARCH)
Architectural Knowledge:
Architectural Knowledge from traditional systems to ultra-modern trends is imparted holistically.

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

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

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

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

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

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.

PROGRAM OUT-COMES –PG PROGRAMME
M. Arch (Architectural Conservation)

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.

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

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

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

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

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

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

PROGRAM OUT-COMES –PG PROGRAMME
M. Arch (Computer Applications)

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

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

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

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

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

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

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.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are

evaluated by the institution

Response:

B.Arch.

The syllabus of architecture is designed focusing architectural design being integrated with basic design principles, learning from history, technical knowledge as well as rules and regulations regarding the profession and practical training in structure of five-year course curriculum. Starting from first year, study continues in designing built spaces from rural settlement to suburban and to Urban or a metro city over the consecutive years, developing understanding of sustainability approaches and associated appropriate architectural character through site visits, case studies, etc. Various climatic zones of our nation along with the socio-cultural context are studied to know vernacular architecture, climate responsive design and cultural context as integral part of the design requirement and design philosophy. Subjects like basic design, introduction to architecture, architectural history, and model making help to develop the understanding of the iterative design process and various channels of creativity. Whereas, subjects like construction technology and building services from traditional systems to the latest ultra modern trends make them to develop technical knowledge required for space design. These programs help students to excel in expression of architectural work through graphical, verbal and textual skill. Architectural Drawing & Graphics help to develop skill of graphical presentation both manually and with CAD tools, whereas, Technical communication helps to develop writing and oral skill. Social aspects of the society and sustainability initiatives are studied which affect the architectural impression and character of the city. Urban design assignments in the fourth year inculcate sensibilities towards community and future development. Subjects like professional training and professional practice in the final year helps the students become aware and develop moral responsibilities of architectural practice. The course is designed taking into consideration, group work and team assignments, which inculcates leadership skills and team work.

File Description	Document
Any additional information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 88.12

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

Response: 497

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 564

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.68

File Description	Document
Database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 1.2

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	1.2	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.43

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 5

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Key Indicator 3.2.1 Innovative Ecosystem

The UG and PG have strategic planning for creating the research ambiance and to upgrade the research facilities on continual basis. The institute has two PG courses which are constantly engaged in new domains of research .The department wise budget allocation for Research and Development initiatives is made and required funds to upgrade and create infrastructural facilities. Susawad committee - the student-teacher body of the college takes active efforts for various initiatives for transfer of knowledge through organization of co-curricular activities like various workshops and training sessions.

Most of the faculties are associated with architectural practice and have conducted lecture series on new bye laws and changes in building regulations thereby serving as practical guides and reference models of interpretation through their own professional works. The college is also equipped with the latest technological software andhas conducted integrated training programs from time to time

Sr No	Year	Activity	No of Participants	Initiated and Conducted by
1	2013-14	IES Training Session	40	Prof .PankajaBagul
2	2014-15	Sketch up and Autocad New version 2014	40	Ar.AnitaKawathekar Ar. MinalPalve
3	2015-16	Rhino Training Session	36	Ar. Anita Kawathekar Ar.AnuragSapkota
4	2016-17	E-Quest Building simulation to study energy performance	38	Ar. AbhayChavhan Ar. Pr Patki
5	2017	Ecotect Building Simulation to study day lighting	36	Ar. PradnyaPatki
6	2017	Laser cutting	40 UG and 14 PG students	Ar. MinalPalve Ar. AshwiniShitole
7	2017	Intelligent Building Systems	38	Ar. Priti Pawar
8	2017	Ferrocement Workshop at Pabal	39	Ar. PradnyaPatki

The table below enlists the various activities conducted for transfer of knowledge

The college has undertaken a specific initiative to give hands on experience for the students specifically in the area of construction and technology. With this objective students created to the scale buildings

elements in bricks through the interface ofTechtonic, an annual academic co-curricular event of students. The activity was conducted by Ar.Sudhir Deshpande Er.DakshayaniShetye and Ar. PradnyaPatki.Almost 45 students worked to create various bonds in bricks and various forms of arches and vaults.Also aGeodescic bamboo dome construction initiated by Ar. KalpanaHadap was organised in collaboration with Vigyaan Ashram, Pabal.

Every year the students attend study tour as a part of academic endeavour where sites are selected are based upon non- documented settlements so that in the process we could build up resources of traditional knowledge systems which will be well documented and duly researched. Also since the past two consecutive years, the students are given an opportunity to present the above documented works wherein the best presentation is rewarded during Techtonic. All these documented settlements are further submitted to the college library for references.

The Environmental labs and the model making labs are constantly updated with new assignments and the best models are displayed and preserved for the reference of students.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 23

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	5	7	3	5

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
List of Awardees and Award details	[View Document](#)

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)

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

Response: 0.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	1	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

Response: 1.05

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	2	3	10	6

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

 3.4.1 Extension Activities

The students of Sinhgad college of architecture pledge in their first year through an oath to excel in their education and also be socially responsible and diligent students . The college apart from the curricula takes initiative to address to various issues of the society wherein the students and faculty and jointly contribute.

Over the past five years, the students have worked in various domains such as providing food and clothes for old age homes and orphanages, accessibility   for spastics, management of festival activities specifically during Ganpati festival, traffic control and Traffic awareness, cleanliness drives under SWACH BHARAT Abhiyaan (SPPU Student activities), etc.

Also the institute has formulated a team under the guidance of Prof.NaliniNaikNimbalkar for Animal welfare and rescue team under which care for street dogs is the prime agenda. The students feed the stray dogswith carefulsupplements and also take care of the healthcare management.

Every year students and teachers participate in blood donation camps arranged at institutional level. The college also organized one in the year 2013-14 in the assembly Hall. At individual level students took up dissertation projects such as Space designing for Autism, Planning for the Blind , Caring for the Old, Aids Awareness, mentally challenged , Planning for remand homes, Space planning for destitute and street children wherein live cases are studied across different areas and the research is submitted to the Library for references. Slum housing studies & their issues etc are studied by fourth year students through live case studies and interactions with slum dwellers.

 Students also participate in streetplay taking up social topics like issues with education system and caste differentiation. One of our students ApoorvaBelhekar writes blog on social media to create awareness for women

The students in the year 2017 have carried out an onsite construction activity for developing a Public space and following issue based corrective measures for the same, The site selected for the same was Space under Nawale bridge which has transformed significantly from the previous stage.An overall

documentation of the project was done and the video has been uploaded on the youtube.

The above activity was carried under the guidance of Dr.Banani Banerjee mam, Ar. Ninand Jog and Shobha Shetty mam. The total no of students who participated in the above activity were 20.

The students and teachers are also instrumental in organizing tree plantation camps every year. The college has formulated a committee of Eco club facilitated by Vasundharafestival and various Nature conservation and awareness camps. Under Vasundhara Festival Smart city measures were discussed. Ar. Gohad gave insights on smart town planning techniques in the year 2016

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 24

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	8	7	3	1

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

3.4.3 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 last five years

Response: 22

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., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
9	5	5	3	0

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	**View Document**

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 3.05

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
55	11	7	35	2

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 67

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
32	7	12	10	6

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

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Infrastructure requirement for teaching and learning is in line with the norms recommended by Council of Architecture. The infrastructure committee constituted by the management provides and maintains necessary amenities for the staff and students in a time bound manner. Basic Infrastructure is reviewed by LIC and Council of Architecture and necessary budget is allocated for up gradation.

Central office has been looking after the common infrastructural facilities of the institute, requirements of the college and campus landscaping. The infrastructure is planned to ensure efficient teaching-learning process. Infrastructure facilities are available within the college as:

Details of teaching and learning facilities

Sr. No.	Facility	Details of the facility available-nos./speciality	
1.	Studios	20 UG Studios are well equipped with Drafting tables, Fans, Tube lights, 4 PG Studios - studio space as well as lecture space combined	
2.	Lecture Rooms – Technology Enabled Learning Spaces	05 Lecture rooms are well equipped with desks-benches, writing pad Fans, Tube lights, Green board, PA System, LCD Projector, curtains	
3.	Laboratories and workshops	All laboratories and workshops are equipped with adequate Instruments meet the curriculum and Program Outcomes. Different labs and w available as follows: • Climatology and Environment Lab, • Surveying and Levelling lab, • Model making Workshop, • Carpentry Workshop • Conservation Lab • museum	
4.	Specialized facilities and equipments	CAD Labs • AutoCAD Software • Rhinoceros Software	
5.	Central Library and	Central library is in a separate building in the campus with facilities lik	

	Departmental Libraries	reference books, e-books, magazines, journals, e-journals, audio vis resources, projects and seminar reports, University question papers, international journals and magazines. An additional departmental library is available in the college with adequat	
5.	Photocopy Machine	More than five Photo copying centres are available for students and campus.	
6.	Others	Public Address system in lecture rooms and multipurpose hall. Wi-Fi facility for students and faculty. Ramp at entrance for physically challenged people	

File Description	Document
Any additional information	View Document

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

Response:

The campus has all facilities for conducting extra –curricular activities as outdoor sports, indoor games, gymnasium, auditorium, spaces for NSS, NCC activities, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

The institute encourages the students to participate in several extra-curricular activities. Every year, a cultural programme named "SINHGAD KARANDAK" is organized to encourage the students to participate in performing arts. This program is very useful to bring out hidden talent of students. A 'Sports Karandak' is also conducted where various competitions take place. The details of facilities available for extra-curricular activities are shown in the following Table.

Table No. 4.1.2: Details of Infrastructure facilities

Sr. No.	Facility	Details of the facility available	
	Sports		
1.	Cricket Ground	One Cricket ground utilized for various regional and national tournaments.	
2.	Play ground	Basket Ball, Volley ball, Lawn Tennis and Foot Ball	
3.	Indoor Games	Tables Tennis, Chess, Carom board	
4.	Swimming Pool	Swimming Pool is available for students and there is a special batch for ladies staff).	
5.	Gymnasium	Gymnasium is available for students	
	Cultural		
6.	Open Air theatre	Ample space with Dias, Chairs, Lights, fans, LCD Projector and 1500 sitting	

		audience.		
7.	NSS	National Service Scheme (NSS) has been started in association with SPPU through welfare activities like blood donation, Special Camps, are organized.		
	Others			
8.	Newspaper at Library	English, Marathi newspapers are made available in the in the central library.		
9.	Hair dressing Facility	Hair dressing facility is available for students and staff in the campus.		
10.	Fruit Centre	More than two fruit centres are available for students and staff in the campus.		
11.	Milk Parlour	More than two milk parlours are available for students and staff in the campus.		
12.	Medical Store	One Medical Store is available for students and staff in the campus.		
13.	General Stores	Three general stores with various facilities like all engineering accessories, mo vouchers etc are available.		
14.	Campus Clinic	It is available for all students, faculty and staff.		

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

Response: 97.14

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 34

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 26.71

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
24.55	11.72	25.52	73.67	38.84

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Library is automated since December 2005.

Name of the ILMS: AutoLib

Nature of Automation: Partially Automated

Library and Information Centre (LIC) services are partially automated through commercial library software called AutoLib. All the library material is bar-coded and is circulated through the above mentioned software. The various modules used in the operation are: Circulation and Cataloguing. The software has an inbuilt OPAC (Online Public Access Catalogue) which can be viewed by staff members and students in Library. Two computers are kept exclusively for book search wherein users can search by author/title/publisher/subject/**keywords** amongst the books/CDs/thesis/study tour reports/bound volumes etc.

Library Timings: At SCOA department library opens on all Institute working day from 9am to 5.30 pm. However central library stack section opens from 8 am to 12.30 midnight on all days & Reading hall opens **24x7**

Library collection:

SCOA library has a good collection of reference books &bound volumes of Journals. All the students' works, NASA works & study tour reports are kept in the department library for ready reference of students & staff. As on today library holds the collection of**6954** books (**5932** titles), 28 National & 04 International Journals, **1506 CD's**,**729** E-journals &**369** e-books, 841thesis,study tour reports since 2000.

Library Services:

SCOA library offers different types of services to users like OPAC, Web Based e-syllabus, Question Papers, B.Arch. Thesis, M.Arch. Thesis & PhD Thesis, stack area, reading hall, Current Awareness Services, Reprography Services, Electronic Document Delivery Service, Inter Library Loan etc.

Digital Library:

The Central Library has a Digital Library for downloading e-journal articles and various paid and free databases. There are 30 computers with modern infrastructure. Students and faculty can get access to various databases like K-hub in Architecture, DELNET, Science Direct etc. Facilities like Printing, Scanning are also available.

Resource Sharing facility/ Inter Library Loan:

The resource sharing facility has also made available at Central Library through which any student and faculty members can issue any discipline books from any sectional libraries.

Academic Year	Name of the ILMS software	Nature of automation (fully or partially)	Edition / Ve
2016-17	AutoLib	**Partially**	1.0.0
2015-16	AutoLib	**Partially**	1.0.0
2014-15	AutoLib	**Partially**	1.0.0
2013-14	AutoLib	**Partially**	1.0.0
2012-13	AutoLib	**Partially**	1.0.0

File Description	Document
Link for Additional Information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Library collection is continuously updated as per the collection development policy of library. Library collection is comprised of printed books, printed journals, digital collection, newspapers. A good collection of rare books and knowledge resources is available in the library. The library is having 14 rare books which are published before 1940 & library has 100 years publication of National Geographic magazine in the form of 42 CD from 1880 to 1998

LIST OF RARE BOOKS

Sr. No.	Name of the Rare Books	Name of the Publication	Name of the Authors	No. Copie
1.	A FORGOTTEN EMPIRE (VIJAYANAGAR) : A CONSTRUCTION OF THE HISTORY OF INDIA	SWAN SONNEN SCHEIN &CO.	Sewell Robert	01
1.	ISLAMIC TOMBS IN INDIA : THE ICONOGRAPHY AND GENESIS OF THEIR DESIGN	D.K. PRINT WORLD (P) LTD.	Bunce Fredrick W	01
1.	A CLASSICAL DICTIONARY OF INDIA : ILLUSTRATIVE OF THE MYTHOLOGY , PHILOSOPHY, LITERATURE, ANTIQUES ARTS, MANNERS, CUSTOMS ETC. OF THE HINDUS	D.K. PRINT WORLD (P) LTD.	Garett John	01
1.	INDIGENEOUS CHARACTERISTICS OF MUGHAL ARCHITECTURE	D.K. PRINT WORLD (P) LTD.	Nath R	01
1.	THE THEORY OF PROPORTION (1914)	CONSTABLE AND COMPANY LTD, LONDON	Hill M.J.M.	01
1.	A MANUAL OF CIVIL ENGINEERING	CHARLES GRIFFIN AND COMPANY LTD, STRAND	Rankine William John Macquorn	01
1.	P.W.D HANDBOOK BOMBAY CONTAINING SPECIFICATIONS, RATES, TABLES, PLATES AND NOTES ON WORK VOL. II	THE GOVERNMENT CENTRAL PRESS, BOMBAY	Marryat E.L	01
1.	MUNICIPAL USES OF CEMENT	THE CONCRETE ASSOCIATION OF INDIA, BOMBAY	The Concrete Association Of India	01
1.	CONCRETECHI JAMEEN AANI FOOTPATH	THE CONCRETE ASSOCIATION OF INDIA, BOMBAY	The Concrete Association Of India	01
1.	SMALL CONCRETE TANKS AND HOW TO BUILD THEM	THE CONCRETE ASSOCIATION OF INDIA, BOMBAY	The Concrete Association Of India Bombay	01
1.	SCHOOL ARCHITECTURE	JOHNSON SERVICE COMPANY, MILWANKEE	Bruce William George	01

1.	ARCHITECTURAL ACOUSTICS	JOHNS - MANVILLE, NEWYORK	Swan Clifford And Others	01
1.	ENGLISH ARCHITECTURE	METHUEN AND CO., LONDON	Atkinson Thomas Dinham	01
1.	AN ARCHITECTURAL MONOGRAPH ON COLONIAL ARCHITECTURE OF THE EASTERN SHORE OF MARYLAND	MADISON AVE, NEWYORK	Ziegler Charles A.	01

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 4.78

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR

in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
3.70	3.74	1.90	10.34	4.21

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 14.69

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 120

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Computing facilities are available in each Division and Central Computing Facility of the college. Many license
being utilized for specific applications.
Table 4.3.1.provides details of general computing facility

NO.	COMPUTING FACILITIES	NUMBER		

1	College Office	08		
2	Central Computing Facilities	112		
3	College Library	04		
4	Staff rooms	36		
	TOTAL	160		

Networking Equipment and Servers in Campus Networking Centre

NO	Servers	Model	Qty
1	Tally Server (Gold License)(in Campus)	Dell	Unlimi
2	Mail Server (Sinhgad.edu)(in Campus)	Dell	1
3	Internet Server (in College)	Acer	1
4	Antivirus Server (Quick Heal) (in College)	Acer	1

UTM/VPN Firewall/Router/L3Switches

1	Fortinet Firewall (in Campus)	Fortigate 1240B	1
2	Fortinet (Fortigate Analyzer 400B) (in Campus)	Fortigate 400B	1
3	Trendnet (TEG S240TX L3 Switch) (in Campus)	TEG S240TX	1

Wireless controller

1	Wireless controller (Cisco 5500 series)(in Campus)	Cisco 5508	01
2	Wireless Access point (Cisco 5500 series) (in Campus)	AIR-LAP1522 AG-N-K9	26
3	Wireless Access point (in College)	Netgear	10

4.3.2 Student - Computer ratio

Response: 5.41

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

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

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 48.35

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

2016-17	2015-16	2014-15	2013-14	2012-13
144.75	89.16	79.84	57.02	74.61

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

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

Response:

- ○ **Laboratories:** Each laboratory is under a lab-in-charge and assistant-lab-in-charge. The technical

staff of the laboratory performs the duty of maintenance and upkeep of equipment of each lab under the supervision of the lab-in-charge. Annual stock verification of all the equipment of the college is done by a committee appointed by the Principal. The funds available from the budget head is used to repair of any break-down item. When new purchase is to be made, then faculty in charge proposes the annual requirement and provisions according to the budget.

Library:

Central library: The Central Library of the institute is well maintained and each section in it is taken care by an assigned person for cleanliness. Electric fittings, equipment like photocopy machine, computers, printers, and scanners are given for maintenance from time to time. Old machines are sending to scrap with set procedure of the institute. Book Stacks are thoroughly cleaned once in a week. The books are weed out as per the norms and procedure laid down by the society. The book binding is done to keep them in condition of use. The stock verification is done as a part of regular maintenance.

Departmental library: Faculty members of the dept. can borrow the books from dept. library & students in their free time can make use of the books available in the department.

Computer Labs : All the computers and peripherals are checked by faculty in charge and technical assistant for any problems once in a semester before beginning of the academics. Any maintenance activity, if required is carried out and required consumables are purchased. Maintenance activates and consumables purchased are entered in the respective dead stock registers. **Classrooms:** *Class Rooms, Seminar hall and tutorial rooms:* All these rooms are cleaned by departmental peon and this activity is monitored by departmental technical assistant. **Civil maintenance:** is looked after by estate office for minor maintenance work and through civil contractor for major maintenance. **Hostel maintenance:** is carried out by two different teams of housekeeping staff separately for girls' hostel and boys' hostel. **Mess maintenance:** A committee of faculty members and students is formed to look after the quality of food and hygienic in the mess. **Garden maintenance**: is looked after by gardening staff under the supervision of estate office. **Pest control**: is carried in the hostels at regular intervals by external agency under the supervision of hostel warden.

File Description	Document
Any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 24.91

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
238	205	167	145	118

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.08

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	0	0	0	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 13.68

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

2016-17	2015-16	2014-15	2013-14	2012-13
141	128	116	59	44

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	[View Document](#)

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 82.13

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

2016-17	2015-16	2014-15	2013-14	2012-13
83	103	65	68	81

File Description	Document
Details of student placement during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 66.67

5.2.2.1 Number of outgoing students progressing to higher education

Response: 80

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 81.96

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
18	13	14	03	04

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
20	17	15	06	04

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)

5.3 Student Participation and Activities

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	1	0

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

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

Response:

The institute has a Student council established in 2018 as per notification by SPPU under the provisions of Maharashtra Public University (Amendment) Ordinance, 2017 (Mah.ord.XXVIII of 2017). The council is comprised of the Principal, Student Development Officer, meritorious student representatives from all years, National Service Scheme Program Officer, NCC officer, one representative from sports, one representative from cultural activities, and two lady student members.

SCOA focuses on all round development of the students along with academics. The institute has a student association called SUSAMWAD since many years for academic, co-curricular, extra-curricular and administrative activities for students. The members are elected by the students of the institute and represent in various co-curricular and extra-curricular portfolios along with teachers. These teams independently handle decide themes and all details to execute the responsibilities of annual exhibition and magazine, wall magazine, sports, NASA, eco-club, construction yard, seminar and conferences, etc. The student members are also part of Anti-Ragging and Grievance committees.

SCOA is a part of the Sinhgad Student Council (SSC) of STES, which is comprised of President along with Vice president (students affairs), Vice president (students activities), Secretary, Treasurer, Foreign student's representative and 14 Council members. This student association is a perfect blend of clubs to produce competent students to face the newer challenges of today's globalized world through holistic development. This council provides a platform for students to support, share and excel in potential qualities. Activities conducted at institute level under various clubs of SSC include Sinhgad Carnival which is a freshers' interaction event. This includes two days of social interaction with a fete under faculty supervision. Students of SSC host Sinhgad Dandiya Night along with organizing colleges, where faculty

from the institutes are assigned duties in discipline committee. Similarly, annual cultural event 'Neon' is organised where each college is assigned with different responsibilities. SCOA coordinated various events for past few years as Fashion show, Musical Rock band, organized food stalls, organized and coordinated Discipline committee, etc. SCOA conducted activities under SSC at college level which includes workshops for campus decoration, painting sessions with local artists, presentations by architects, site visits to various campuses, etc.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 2.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
03	02	03	02	01

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

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

The objectives of the Alumni Association are:

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

The governing body of Alumni association consists of Prof. M. N. Navale, President, STES as Honorary member, Dr.(Mrs) Sunanda M. Navale, Secretary, STES as Honorary member, Dr. Banani Banerjee, Principal SCOA as Ex-Officio, President, Ar. Nalini NaikNimbalkar as Member Secretary, Ar. Saurabh Marathe, Ar. Pallavi Thool, Ar. Ameya Kekre and Ar. Preeti Chennapattan as members.

All current and past students are inducted into the Alumni Association. In addition to the students, well-wishers and supporters of SCOA may also be given membership. The Association may offer Honorary Membership to any outstanding person on the recommendation of the governing body.

The activities and events planned for future are social outings, campus activities and regional events for alumni to get involved. It will provide benefits including Career Development Services and address referrals in association with Training and Placement Cell. Formal get-together/ farewell are planned for outgoing students where they get an opportunity to meet and mingle with their seniors as well as successful people from the industry.

SCOA organizes "Alumni meet" every year on 26th January. Alumni meet 2014 was an informal meet and attended by a few of the past students and faculty coordinators. After the registration of Alumni Association the first meeting was held on 22nd December, 2017. The next Alumni meet is planned in first quarter of 2018.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

"Crafting sensible and responsible Architects for the Society"

The Sinhgad College of Architecture has been founded with the objective of bringing forth well-educated, informed and motivated architects equipped with ultra-modern skills, who can contribute towards building a humane society for the future by taking up the task of visualizing and designing for the human habitat with confidence and integrity.

Mission

"Committed to offer a conducive academic environment to learn, demonstrate and progress"

The college is committed to create a conducive teaching and learning environment to lean, demonstrate and progress. Our primary objective is to ensure the highest level of academic excellence along with the spirit of creativity and growth in every individual, for both students and teachers. Therefore, we encourage our students to look at the world beyond mere academics by providing a wider exposure through a series of guest lectures and workshops by experts in architecture and related fields.

Mission statement defines institute's characteristics through –

·   Imparting education with healthy and promising teaching practices.

·   Enhancing practical skills through well defined study tours, site visits and hands on experimentation.

·   Creating awareness in students towards sensitive social issues and creating sustainable built environment.

As celebrating 25 year of academic excellence, STES focused on providing higher education and research; service to society. The governing body guides to college towards achieving mission based activities. Management encourages faculty through continuous up gradation. The principal and division co-coordinators prepare academic as well as curricular/ extracurricular activity calendars with inputs from experts in the field. SCOA follows well defined decentralized structure of academic and administrative working.

Principal, various committee heads formulate the academic calendar, where all faculty members are involved in decision making process along with elected student coordinators. Faculty and committee heads

get support, encouragement for arranging activities like seminar, conferences from Principal and Management.

File Description	Document
Link for Additional Information	<u>View Document</u>

6.1.2 The institution practices decentralization and participative management

Response:

STES management inspires its institution/colleges to achieve excellence in academics and administrative fields. The top management promotes faculty to pursue higher education and research in their own field of interest. Principal being the head of institution conveys management's vision and policies through interaction with faculty. Majority academic planning is done keeping in mind the vision of institute; all division coordinators evolve strategies for growth of institution. In view of STES vision, the principal and faculty members try to follow a well formulated teaching process imparting quality education keeping practical knowledge as focused as well as overall personality development of the students.

The institute works out the academic and activity calendar before commencement of the term. The institute has a student council "SUSAMWAD". A student committee is formulated by conducting election throughout four divisions at institute. Each teacher is being assigned a port folio/co curricular activity as coordinator or co coordinator channeling students; can be seen below—* data attached additional information

Since inception of college, college annual exhibition is organized with theme every year. This display is done by students sub-committees, formed to increase vertical interaction in the college .The students work is displayed on well laid panel in college premise which is retained throughout the year .This helps students to get glimpse of best sessional work in SCOA as well as students aspiring to join architecture who visits SCOA also are benefitted. This exhibition showcases students other skills like photography, sketching etc. Budget for exhibition expenses is done by students; financial support for this activity is done by college and students keep all record, then audited by treasurer of susamvad committee .This promotes managing funds & the leadership quality. This exhibition is inaugurated by an eminent architect followed by lecture showcasing his / her works, an opportunity for students to interact with industry.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Based on the vision and mission of the college, the institute has a formulated quality policy. Quality policy was originally stated by the members of governing body. It aims to establish centre of excellence of architectural education, which is based on the vision and mission of the institute. The quality policy is driven through entire organizational structure involving principal, division coordinators, faculty members and students. All the faculty members are made to aware about the quality policy through institute's guidelines. Quality policy has been deployed through various internal committees where each committee has its objective and responsibility.

Every year SCOA organizes orientation program for first year students; it is generally conducted on first two days of joining of the college, before commencement of term. The program is organized for all four divisions of SCOA together. All parents are also invited on First day. The first day of program is introduction to college, campus and getting acquainted to the space that they are going to enjoy for next five years. Introduction of faculty members of SCOA; followed by address of the Principal. Architectural Education Code of Conduct has been prepared by college; it is discussed with parents and newly admitted students. This provides an idea to the parents about the working system of college and architecture. For the second day, activities are planned for the students, which act as interactive session with the faculty, principal. The group and individual activities are planned in such a way that it helps them to get comfortable with each other at the same time, first year faculty members come to know their skills. Activities like indoor and outdoor sketching, theme based T shirt painting so also tree plantation, donation of old books etc. Through orientation programme students are exposed to all facets of architecture .These two day orientation programme is followed by an oath ceremony, oath is formulated by college as a unique attempt which will lead student to a sensitive architect & human being also.

File Description	Document
Any additional information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Sinhgad Technical Education Society, also referred to as STES, is a collection of education institutes,

provides education in the fields of Engineering, Management, Pharmacy, Architecture, Health Science, Science and Schools. Overall governance, budgetary decisions, appointments etc. are carried out by Governing body formulated by STES as per guidelines of Apex bodies. Local management committee, students related matters, administration matters are handled by various committees under guidance of principal and management.

File Description	Document
Any additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

    1.Planning and Development
    2.Administration
    3.Finance and Accounts
    4.Student Admission and Support
    5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

There are various committees formulated in the college for the effective working of college. The effective mechanism helps in handling academic as well as extra and co-curricular activities at college level, which include IQAC, AMC, LMC, Anti-Ragging, Grievance redressal, internal complaint, Student Develement committee, Susamvad, etc. The IQAC makes the strategic mechanism of the institute to addresses teaching and learning system, academic enhancement of students and teachers, periodic progress of students, problem solving measures and the academic calendar of each term. AMC eveluates the system annually based on the IQAC action plan and compliances. LMC meeting is conducted once in each term and discusses on affiliation status of the institute, the library requirement like reference books and various journals and affiliation of statutory body.

 The budget and infrastructural requirements are prepared by the LMC sub-committees like finance sub-committee, building sub-committee, purchase committee, etc.

Grievance redressal committee and internal complaint committee try to resolve students' complaints and problems by periodic meeting at the college level. Anti ragging committee conducts a meeting of all students and staff coordinators at the beginning of the session. The college has formulated Minority cell as per norms of Government of Maharashtra guidelines like counseling and awareness camping.

Curricular and extra-curricular activities are discussed along with Susamvad which is our platform for enhancing activity calendar through faculty interaction. Susamvad is the internal student-teacher committee which handles year round activities in the college for giving exposure to various extra and co-curricular activities for versatile development of students.

File Description	Document
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The Institution makes continuous sustained efforts for enhancing teaching and professional skills amongst

its teaching and non-teaching staff members. Various career advancement majors are undertaken as-

* Motivation to pursue higher studies and research programs (List of faculty members who completed higher studies in last five years)
* Attend QIP, TTP in their field of interest.
* Motivation to attend and present research papers in national or international conferences.
* Attend and organize skill development programs/ guest lectures
* Encouraging provisions like travel grant, on duty leave, study leave, study tour coordination, etc, are provided to faculty.
* Promoting faculty after acquisition of higher qualifications etc.
* Undergo training programs organized in collaboration with industries.

The skill development of non teaching staff is enhanced through-

1. Soft skill development- Sessions are conducted by Principal/ Management to improve social and communication skills improving quality in work.
2. Technical skill development- Regular workshops are arranged by management like up gradation of software knowledge, new portal training.

Sr. No.	Welfare Schemes	Percentage of staff availed the benefit o	
1	Group Insurance Scheme (GIS)	100 %	
2	EMBF	100 %	
3	PF	40 %	
4	Gratuity	100 % (Applicable to all the eligible staff	
5	Accidental Insurance	100 % (Applicable to all the eligible staff	
6	Free medical facilities for all faculties and their families	100 %	
7	Maternity leave, extended maternity leave	100 % (Applicable to all the eligible staff	
8	Faculty and staff quarters	1 % (Provided for all needy faculty and s	
9	Provision for qualification improvement	100 % (Applicable to all the eligible staff	

File Description	Document
Link for Additional Information	View Document

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

Response: 50.69

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

2016-17	2015-16	2014-15	2013-14	2012-13
22	34	11	23	03

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	[View Document](#)

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

Response: 3.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	3	2	3	3

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 16.85

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	6	5	2	16

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

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6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Teaching and non-teaching faculty performance is annually monitored by self-appraisal, where all staff members fill forms through offline/online system. The forms are evaluated progressively by division co-ordinators, principal and management.

- Performance appraisal for faculty is done on basis of academic curricular and non-curricular activities, promptness, punctuality and feedback sought from students. Appraisal forms are scrutinized by AMC; photocopy of reviewed appraisal form is circulated to faculty for further improvement. Since 2015-16, appraisal process is carried out through STES ERP.
- Performance appraisal is done on basis of works assigned to each individual and completion status for non-teaching staff. Similar internal process of progressive evaluation is carried out by assistant-registrar and the principal. Appraisal forms are by scrutinized by management; photocopy of reviewed appraisal form is circulated for further improvement. Since 2015-16, appraisal process is carried out through STES ERP.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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

Particular of Objection in brief			Compliance by the Institute	
1	2012-13	Nil	Nil	
2	2013-14	Excess Payment of Salary	Excess payment (Rs.3, 179/-) of salary recovered.	
3	2013-14	Cash receipt entry taken late in cash book	collected the pending Development fees along with exam fees hence the software accepted the development fees admission date of the respective student .the entry .the dates reflects the actual fees collected. Hence	with exam fees hence entry as per the taken in cash book the difference is

			seen in date of development fee & exam fee.
4	2013-14	Advance not Settled	Dues cleared by Ar. Gauri Shiurkar against UOP -QIP & Seminar dated 26.10.2013
5	2013-14	University Research Grant	Research Grant of Ar. Priti Dhanwat is received for the period of 2 years (2013-15) hence it was utilized for two financial years. And she cleared her advance within the same financial year. (on 31.03.2014)
6	2013-14	Fees Outstanding	A) Outstanding Fees from SWO: The fee structure has an increase of percentage every year in the books of accounts but the receivable from SWO does not consider the applicable increase. Hence the difference has to be written off. B) Receivable from students who have left the course without intimation are written off with prior approval from Honorable President.
7	2014-16	Excess Payment of Salary (Rs.25,748/-)	As per Audit report we sent letter to SKNCOA to recover excess salary from Ar. Sourabh Dhananjay Marathe & from Maithili M. Kulkarni (They recovered excess salary Copy attached received from SKNCOA, Ambegaon Campus.)
8	2014-16	Material purchased without Purchase Order	We have received 40 Drafting Tables & 40 Stools from SVCP & SCOA workshop. We have taken approval of Rs. 2,08,885/- but at the time of making above there is an additional requirement of material to be purchased. Now we have Purchase Order & approval materials.
9	2014-16	Unspent Research Grant	Ar. Mukta Deshpande & Prajakta Shringarpure has resigned the college dated 02/06/2016. The research work duration is for two years. (2014-15 & 2015-16), (which has been resolved in 2017)
10	2014-16	Omissions in cash payment	The SPPU had already given the permission to complete the research from other college.
11	2014-16	Bank Payment	The college have already sent the letter stating that the research grant of above said staff is spend from SCOA college only and further that whatever equipments, Books etc will be used (Purchased) by them is to be to submit to the SCOA .
			B) Fees receivable from Student 15-16 for Rs. 1, 30,279/- are write off. (Attached approval latter.)
			C) The college has already written to the Social Welfare Department regarding the pending scholarship amount & we are doing the regular follow up of the matter.

File Description	Document
Any additional information	[View Document](#)

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

Response: 2.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	1.2	0.9

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

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

Response:

Before every financial year begins, the principal and finance department i.e account clerks and various committee heads prepare college budget. College budget includes recurring expenses such as salary, maintenance charges, office expenses etc. It also includes equipment purchase; library requirements and expected expenses for student activities etc.

The college is a self financing institute hence major source of funding is the fees paid by students (The tuition fees and development fees) Fee is decided by 'Shikshan Shulk samiti' **(SSS),** Government of Maharashtra. STES has a well defined structured mechanism to monitor effective and optimum use of resources. Management takes care of the major resource funding and equal distribution of the same throughout the year.

College receives grants from other agencies like SPPU for Seminar, Conferences, Examination, research, sports and equipment grants etc. The expenditure of funds received from SPPU are audited as per norms, and annual audit of the same done by the SPPU finance department.

At Institute level, every transaction is recorded. All procedures and dealing are carried out through Tally software. Purchase committee looks into the overall purchase/ expenditure; quotations are evaluated on basis of cost and quality of material and further approval from management is obtained by principal. After approval, purchase order to suitable vendor is issued.

The grants received by college are also audited by certified auditors for their effective utilization.

Year	Income (in Rs.)	Expenditure (in Rs.)
2016-17	8,44,02,417	7,90,99,375
2015-16	8,04,05,859	6,47,24,291
2014-15	7,38,82,624	5,52,78,754
2013-14	6,36,99,713	4,69,21,155
2012-13	5,37,18,216	4,25,51,762

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

Response:

Institute has formed IQAC comprising senior faculty, practicing architects, research scholars etc. Inputs from these experts are incorporated in policies of IQAC. The outcome of the academic monitoring committee visited the institute is communicated to the Principal and the management. The suggestions wherever needed are accepted by the management and communicated to the Principal for effective implementation. Principal discuss the academic monitoring committee outcome in IQAC and supplementary action is taken.

- Suggestions and corrections in session plan prepared before commencement of term; academic calendar is checked in line with university calendar.
- Designing teaching-learning policy for enhancement and periodic evaluation in the subjects taught by all teachers
- A periodic review of each class is carried out by maintaining proper system of records of teaching and attendance of each student.
- Motivational policy done for increase in research activity at all levels in the institute.

IQAC ensures proper academics for teaching curriculum execution, monitoring, evaluation and also enhancement of the teachers.

As per the strategy decided by IQAC in academic year 2013-14, for promotion of research paper writing amongst faculty, a platform was made available by arranging a National Conference on Emerging Trends in Architecture. This helped in initiating the research culture in the institute, where faculty was motivated to write research papers in their fields of interest. As per the strategy decided by IQAC faculty is been encouraged to acquire higher qualification, as a result about 25 percent of faculty members completed their

masters and started pursuing Ph.d.

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

Response:

The instruments are used to continuously review the teaching learning process like periodical reviews, surprise checking, continuous assessment in studios etc. For every academic year, the division coordinator allots the subjects to the faculty as per their choice and specialization. The faculty is required to submit the lesson plan in discussion with other division teachers and lecture notes before the commencement of the semester which will be verified by the IQAC. The Principal and division coordinators monitor the academic activities of the institution regularly. Subject group committees identify the curriculum gap and finalize the lesson plans as well as session plans in line with SPPU academic calendar. Principal along with division coordinators reviews the academic activities regularly and takes final decisions.

Continuous Internal Assessment tests, assignments, seminars, parent teacher meeting, Guardian-teachers' counseling, Subject group committees meeting, student's evaluation report and feedback from students and alumni are the measures to review the teaching learning process. Feedback received from visiting faculty, parents and well-wishers of the institute are given importance to enhance the system.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	3	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

   1.**Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual**

Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements

2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)
Annual reports of institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

In the institution, IQAC functions as a formal framework for quality assurance of academic and administrative activities. The faculty in each division prepares a course file for all semesters which include study material, lesson plan, session plans, course objective and submission/exercises framed and result analysis/periodic marking/ assessment record. Session plan is prepared by all division teachers together with inputs (from all teachers teaching the subject). Minor changes incorporated after students' feedback.All division coordinators maintain data regarding completion of syllabus and attendance reviewed periodically quarter reports and action taken for the same.

File Description	Document
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 10

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	10	0	0

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

> 1.**Institution shows gender sensitivity in providing facilities such as:**
>> 1.**Safety and Security**
>> 2.**Counselling**
>> 3.**Common Room**

Response:

7.1.1.2 Gender sensitivity:

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of men and women. Our institution inculcate democratic values and freedom among students, both boys and girls. We give equal emphasis on both and encourage them to participate in every activity. Architecture education is aimed to impart knowledge about complex systems. They are made aware about various universal and environmental issues. In initial years they develop a set of values and attitude. In the first part of architectural foundation they not only learn basic skills and knowledge, but they develop their idea about future role and responsibilities.

Our professional course gives them many opportunities to learn about gender equality. Equal percentage of male and female faculty is maintained in the studio team for the subject. The assignments are planned in such a way that everyone get a chance to express. Interactive sessions, group activities are the important part of the learning process.

Gender sensitivity develops throughthese special interactive sessions between boys and girls without

interference of teachers.Sitting arrangements and all activities makes the studio environment friendly. Freedom of expression of thoughts makes gender equality possible so that both boys and the girls come to know each other in a better ways. The value of equality, women empowerment and women respect are taught in the class through participatory approaches in the learning process. That makes the classroom environment gender inclusive.Cultural activities, quiz, debates , hands – on training and other techniques are used in the institution for gender friendly environment and human values.All students have access to different disciplines through the usage of digital and central library. Library is open for 24 hours.

Our institution has more number of female teacher. Rest rooms and toilet facility is provided for female faculty. We have separate arrangement of toilet blocks and common rooms for girl students. Institute organizes lectures and counseling sessions on gender equality, harassment at workplaces.Cell against Sexual Harassment exists and conducts review meeting periodically. If required need based meetings are also conducted to resolve the issues if any. Antiragging cell and student grievance cell exists in the institute to address gender issues if any . Counseling sessions are conducted if required. Counselor is availlable on campus if required. The institute has sufficient hostel facility available in campus for both boys and girls safety and security. CCTV cameras are fixed at stratagic locations in the college and campus. The institute has limited entry exits with guard facility for safety and security of students.

7.1.3 Alternate Energy initiatives such as:

1. **Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 71602

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 1.81

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1296

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 71602

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

7.1.5 **Waste management steps**:

The institution disposes off the solid waste in a sensitive way. Paperless communication and recycling of goods is adapted to reduce the generation of solid waste .The waste is collected by different agencies and separated at the source itself. The reusable papers, card boards, plastic, metal ,e- waste is send for recycling to agencies. The remaining waste is disposed of in solid waste disposal plant in the campus.

 Sewage treatment plant is used for the liquid waste management. Recycled water is used for landscaped areas in the entire campus. The campus is equipped with incinerators for disposal of non bio degradable waste after segregation. The hazardous waste is not often observed at the campus, but to safeguard the buildings from fire hazard following measures are taken. Limiting the height of the building and providing specious passages. Fire extinguisher provision for every building. In addition to above, the hazardous waste generated by laboratoriesof other department dispose off their hazardous waste in safe manner by handing over the waste to central waste management team. The waste is given to Biomedical Waste Management System deployed by Pune Municipal Corporation and is further disposed off by them.

In our institute we segregate all waste and handover the sorted waste to the agencies outside to recycle it. One side printed papers are used again for printing notices and circulars. Students also reuse the papers for class decoration.

E waste is collected centrally and handover to the external agencies for disposal.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

7.1.6 Water harvesting:

Though conventional rain water harvesting is not observed (due to restriction of location – hill top & Geology: Rocky patch) , few of the other approaches are observed; like the waste water is recycled for

gardening / landscaping, which reduces the pressure on Urban Local Body like Pune Municipal Corporation fresh water supply. Also in few of the Departments like Civil Engineering, IT use waterless urinals, this indirectly has resulted in water harvesting. The faculty members and students have undertaken various projects as part of study with an inclination to improvise water utility status, either through conservation or technology applications .

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

7.1.7 .Green practices:

The institute believes in the fact that: "Energy Saved is Energy Generated".

The students are encouraged to use public transport and bicycles. Campus is within PMC area, regular bus service is availlable in Pune Municipal Corporation area. Faculty members are also opting carpooling, share rickshaw options, it reduces the burden on parking areas. Proper parking areas are provided at the entry to seperate the vehicular zone , which make the internal roads pedestrian friendly.

The institute tries to minimize waste generation by some simple practices like reuse of one side used papers and paperless transactions through e-mails. The burden on environment is also reduced through application and use of Google forms and ERP for better communication and data storage. All staff rooms and department office have EPABX system facility. Wi-fi and wired network facility is available in the building.

The charm of the campus is the lush green surrounding. Utilizing the natural topography of the site the buildings and landscaped areas are planned. Variety of plantation with different flowering periods is the peculiar trend of landscapes at our campus. Landscape conservation, recycling of waste water, use of treated waste water in campus itself, use of sprinkler system in gardens is in response to the challenges of climatic change and focus on site based development.

Various social activities like   bicycle rally, tree plantation, plastic free campus, ecoclub, kirloskar vasundhara festival,   Inspirational lectures, etc. are conducted to increase the awareness about the environment.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary

component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 5

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 7

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	1	2	1

File Description	Document
Details of initiatives taken to engage with local community during the last five years	[View Document](#)

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: No

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: No

File Description	Document
Provide URL of website that displays core values	<u>View Document</u>

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<u>View Document</u>

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: No

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	<u>View Document</u>

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 6

File Description	Document
List of activities conducted for promotion of universal values	<u>View Document</u>

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Our institute organises Teachers day celebration on the birth date of Dr. Dr. Sarvepalli Radhakrishnan on 5th September every year. Students celebrate this day for the appreciation of teachers. The celebrations to honor them for their contributions in ateaching or the community in general. Students arrange many creative programs on this day. groups of students and teacher perform a task together. Students thank the techer for being withem as a guide. Program ends with a feast.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

7.1.19 Transperency in financial , academic functions:

Sinhgad college of architecture follows defined decentralized structure of academic and administrative working.

Teaching load is distributed as per expertise and experience. The team in cohesion finalizes the lesion plan and session plan and it is given to the students. The team takes precaution of marking stages. The progressive marking is also shown to the students to bring transparency in marking.

The governing bodies, LMC also conduct visits twice a year for proper operation of the academics.

In collaboration with management, faculty and students, the financial planning is done. After approval from management the expenditure is finalized. The purchases are done with proper process. The quotation is finalized among the three quotations submitted. Faculty and student coordinators are also involved in finance Management like budget making, expenditure submission etc. Complete transparency is maintained in the entire finance approval and expenditure.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

7.2 Best Practices

1. **Title: Interactive programmes to enhance the attachment of staff (IPEBS)**

Objectives: The main objective of this practice is to increase bond among the staff of the institute. The

indirect objective of this practice is to create healthy and positive work environment among staff members for friendly system of administration in the institute and ultimately benefit the development of students.

Context: A healthy workplace environment is ideal when it comes to maintaining a positive outcome in a stressful work schedule. The most important things that influence employees are the motivation and happiness, and how productive and efficient they can be, all goes down to their working environment. Teaching and non-teaching staff of Sinhgad College of Architecture arrange various interactive activities to enhance the bonding between them. This helps to create a sense of team unity among the staff members. Activities performed during the staff get-togethers give opportunity to recognize accomplishments and milestones in both business and their personal lives and the workplace celebrations give them a platform for providing the appreciation. The purpose of interactive programmes is to provide a framework that will increase the ability of employees to participate in planning, problem solving and decision making to create a conducive academic year.

The practice: We, at Sinhgad College of Architecture, organize an interactive programme once in a term. The programme is generally comprised of introduction of new staff, presentation of achievers and experiences, rendition of cultural activities etc. which are appropriate for stress management and makes comfortable platform from the Principal to a peon to interact. The interaction is followed by refreshment to all.

Evidence of Success: These events and activities help for developing easier and comfortable interaction between the administrative staff and faculty members like junior faculty members get an opportunity to interact with senior faculty, who help and guide them regarding academic process, teaching methodologies, administrative activities, problem solving and documentation of the records. A hierarchical system of working becomes easier when everyone comes to one platform and discuss various matters in an informal setting.

Problems encountered and Resources Required: Such programmes require very less resources as only mobilization of faculty is necessary. Programme implementation is also easy because in such programmes informal interaction happens within the teaching and non-teaching staff within the college at convenient time.

1. **Title: Mental health enhancement programme for students**

Objectives: Students face a variety of challenges as they embark on their academic career. This includes mental health challenges which ultimately affect their studies. Objective of this programme is to help the students to increase their mental strength and to enhance concentration in studies.

Context: A positive mental health is an essential requirement for best performances in academics and

other activities in life. The transition period of young students during college life can be challenging for students struggling with emotional trouble. In digital era, students are addicted to mobile and laptops, and self-centered behavior occurs. In architectural studies, students have to work on drawing boards for drafting and sketching for several hours, which is the most important part in the curriculum. Due to long hours of work, postural imbalance happens. So to overcome and prevention of such problems, we conduct Yoga and meditation session.

Practice: Yoga and meditation are beneficial for coping up mental stresses and remedial for physical problems. Sinhgad College of Architecture arranges yoga and meditation programs once in every term. Professional yoga and meditation instructors are appointed for conducting such programmes. Instructors teach and explain various techniques necessary for prevention of problems. Teachers are also encouraged to participate.

Evidence of success: After attending such sessions, an improvement in social behavior and academic work is found. Responses from the students are remarkable as they participate enthusiastically in such programmes.

Problem Encountered and resources required: A short behavioral improvement is witnessed immediately after such program in terms of attendance, concentration, performances and social behavior. More such programmes are necessary it would be better, if such sessions are included in the curriculum as mandatory to achieve consistent desired result.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

7.3 Institutional Distinctiveness:

Vision: To craft the "**Sensible and Responsible**" architects for the society

Our college has been founded with the objective of bringing forth well-educated, informed and motivated architects equipped with ultra-modern skills, who can contribute towards building a humane society for the future by taking up the task of visualizing and designing for the human habitat with confidence and integrity. The college is committed to create a conducive teaching and learning environment to lean, demonstrate and progress. Our primary objective is to ensure the highest level of academic excellence along with the spirit of creativity and growth in every individual, for both students and teachers. Therefore, we encourage our students to look at the world beyond mere academics by providing a wider exposure through a series of guest lectures and workshops by experts in architecture and related fields.

Priority:

- **Imparts the Knowledge of profession** - The objective of architectural education in this institute is to tap and develop the artistic skills, intellectual abilities and creative instincts of the students. It

aims to nurture them as trained professional architects whose design solutions would contribute to the quality of built environment and welfare of our society and the subsequent economic development of our country. It focuses on the basic research in the technological fields of architecture, planning and computer based training of an international level, to provide a global exposure to our students in architectural education, placement and professional word.

• **To Teach Human Values:** Apart from academics our intuition focuses to make our students to become a good citizen of the society having good ethics and cognition of their responsibilities towards society. We focus to develop the personality of the students to take care of the people in the society.

Thrust: Apart from regular curriculum we encourage our students to take part in various curricular and co curricular activities so as to develop the team work quality, Leadership quality and Unity, Time management. Through these activities they give emphasis on gender equality also.

5. CONCLUSION

Additional Information :

SCOA has a futuristic vision to make it a top-ranking institute in the country. Supportive Infrastructural facilities, management and faculty competence are conducive to fulfil the dream. We have made institution-profession ties, by recently signing up an agreement with INTACH, which not only would give opportunity of working on live project, but also would bring fund to the institute. Secondly, we are strengthening bond with other architectural institutes in the country with combined projects where students and teachers of both institutes are engaged. Such endeavours already happened in under-graduate and post-graduate courses, and we are planning for more such programmes. Five people are awarded PhD from our college under SPPU, we are planning to have more eligible guides to revive the department.A number of social based projects is undertaken like tree plantation, donation of blood, old clothes and books, where students are involved. Many proposals are in the formative stages which would take SCOA to its goal.

Concluding Remarks :

We firmly believe that the architects produced from SCOA would serve the society in a sensible and responsible manner. Our methodology of teaching follows the vision with objectives of learn, demonstrate and progress for both students and teachers. An all-round development of students in their formative stage of life could be achieved in the existing campus where multiple facilities are available. A team of committed, qualified and experienced teachers guide each student with individual attention for excelling performances not only in academics but in extra-curricular activities. We take teaching beyond the classrooms by exposing the students to site activities, expertise of allied professionals, places of architectural importance, and various aspects to gain knowledge through experience, observation and interaction. Today's students are future of our country, they would build buildings and the nation too.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>01</td><td>01</td><td>01</td><td>01</td><td>01</td></tr></table> Answer After DVV Verification : <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>08</td><td>04</td><td>06</td><td>02</td><td>02</td></tr></table>
1.4.1	Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise Answer before DVV Verification : B.Any 3 of the above Answer After DVV Verification: E.None of the above Remark : Feedback froms for 3 stkeholders mentioned as any 3 not provided.
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: E. Feedback not collected Remark : The action report attached is not from the 3 stakeholders, but some other managing commitee
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>283</td><td>225</td><td>178</td><td>136</td><td>104</td></tr></table> Answer After DVV Verification : <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr></table>

| 282 | 224 | 178 | 136 | 104 |

Remark : No files attached

2.3.2	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. 2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 108 Answer after DVV Verification: 107 Remark : Link of college URL for teachers using ICT is not provided
2.4.2	Average percentage of full time teachers with Ph.D. during the last five years 2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	1	2	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	2	2	1

3.3.1	The institution has a stated Code of Ethics to check malpractices and plagiarism in Research Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : Code of ethics should be linked to the college URL and a printout attached is not accepted
3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years 3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	2	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13

3	2	1	0	0

Remark : Corrected as per HEIs revised input

3.5.2	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered) 3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered) Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	1	2	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : Corrected as per HEIs revised explanation

4.1.3	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 35 Answer after DVV Verification: 34 Remark : Access denied in he link attached.

4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years. 4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
24.56	11.72	25.52	73.67	38.84

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
24.55	11.72	25.52	73.67	38.84

	Remark : The figures in the attached audited statement and the HEI input differs.

4.2.5	Availability of remote access to e-resources of the library
	
	    Answer before DVV Verification : Yes
	    Answer After DVV Verification: No
	Remark : The supporting link has error

4.4.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years
	
	   4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)
	Answer before DVV Verification:
	
	{TABLE1}
	
	Answer After DVV Verification :
	
	{TABLE2}
	
	   Remark : The Expenditure incurred on maintenance of physical facilities and academic support facilities is not clearly highlighted in the audited statement. the Hiighlighted portion is appearing in all the financials related question

5.1.3	Number of capability enhancement and development schemes –
	
	    1. For competitive examinations
	
	    2. Career counselling
	
	    3. Soft skill development
	
	    4. Remedial coaching
	
	    5. Language lab
	
	    6. Bridge courses
	
	    7. Yoga and meditation
	
	    8. Personal Counselling

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
144.76	89.15	79.84	57.02	74.61

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
144.75	89.16	79.84	57.02	74.61

	Answer before DVV Verification : A. 7 or more of the above Answer After DVV Verification: B. Any 6 of the above Remark : Corrected as per attached supporting document
6.5.4	Quality assurance initiatives of the institution include: 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above
7.1.1	Number of gender equity promotion programs organized by the institution during the last five years 7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years Answer before DVV Verification: table1 Answer After DVV Verification : table2 Remark : The attached document is on the Faculty meeting program and not gender equity program
7.1.9	Differently abled (Divyangjan) Friendliness Resources available in the institution: 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination

table1:

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	1	1	1

table2:

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	10	0	0

	7. Special skill development for differently abled students
	8. Any other similar facility (Specify)
	
	     Answer before DVV Verification : C. At least 4 of the above
	     Answer After DVV Verification: D. At least 2 of the above
	   Remark : Corrected as per input for Ramp facility alone

7.1.12	Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff
	
	     Answer before DVV Verification : Yes
	     Answer After DVV Verification: No
	   Remark : The handbook on Code of Conduct is not provided in the college URL and the attached document is not authorised

7.1.13	Display of core values in the institution and on its website
	
	     Answer before DVV Verification : Yes
	     Answer After DVV Verification: No
	   Remark : Core Values to be provided in the college URL mandatorily

7.1.16	The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions
	
	     Answer before DVV Verification : Yes
	     Answer After DVV Verification: No
	   Remark : The supporting document is irrelevant. The Professional code prescribed by statutory body should be made available in the college website

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations