



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		SINHGAD COLLEGE OF ARCHITECTURE
• Name of the Head of the institution	Dr. Banani Banerjee	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Phone no./Alternate phone no.	020-24351439	
• Mobile No:	7391076408	
• Registered e-mail	principal.scoa@sinhgad.edu	
• Alternate e-mail	naac.scoa@sinhgad.edu	
• Address	S.NO 44/1,VADGAON (BK),OFF SINHGAD ROAD,PUNE	
• City/Town	PUNE	
• State/UT	Maharashtra	
• Pin Code	411041	
2.Institutional status		
• Affiliated / Constitution Colleges	Affiliated College	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	Self-financing				
• Name of the Affiliating University	Savitribai Phule Pune University				
• Name of the IQAC Coordinator	Priyanka Chavan				
• Phone No.	020-24351439				
• Alternate phone No.					
• Mobile	9975706561				
• IQAC e-mail address	naac.scoa@sinhgad.edu				
• Alternate e-mail address	priyankachavan.scoa@sinhgad.edu				
3.Website address (Web link of the AQAR (Previous Academic Year))	http://scoa.sinhgad.edu/wp-content/uploads/2023/10/AQAR_2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://scoa.sinhgad.edu/wp-content/uploads/2024/05/Academic-Calendar-2023-24- BARCH Term-I.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B++	2.79	2024	22/06/2024	21/06/2029
6.Date of Establishment of IQAC			07/09/2017		
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Quality education focusing on OBE		
Online TTP conducted with collaboration of COA and SPPU (Implementation Of NEP 2020)		
Students are encouraged to Participate in research activities with other architecture competitions.		
Successful conduct of multiple VAC/ADD-ON certificate courses.		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		

Plan of Action	Achievements/Outcomes
Awareness towards welfare of society	Registered for NSS and Greenclub, and conducting multiple activities under them.
Enrichments of Students through extra-curricular activities	Active participation for campus enhancement during Sinhgad Spring fest festival
Documentation and Archiving	Study tour Documentation, students best work and magazine published.
Social Awareness	Formed Electoral Literacy club and campaign for voters registration and voting awareness was conducted

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
College Development Committee	03/05/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	20/02/2024

15. Multidisciplinary / interdisciplinary

SPPU and COA are actively attempting to adopt NEP's guidelines for formulating structure of programs in multidisciplinary approach. The discipline of architecture is inherently a multidisciplinary field combination of humanities and science in a balanced system. As an affiliated college, SPPU introduces credit-based audit courses in each semester as mandatory for every UG student to study at least one interdisciplinary / Multidisciplinary course. The institute invites interdisciplinary faculty from other institutions in the campus. The major course is the architectural design, for which assignments of each semester is prepared with significant component of research to find suitable environment-friendly sustainable

<p>solutions for the society. The good practice of the institute pertaining to promote Multidisciplinary / interdisciplinary approach is the subjects offered in Electives, such as Environmental Psychology, Architectural Conservation, Green Building rating, Parametric design, etc.</p>
<p>16.Academic bank of credits (ABC):</p>
<p>As per the circular of SPPU, the students of the institute has fulfilled the requirement of creating mandatory ABC account on the ABC portal www.abc.gov.in. as proposed in NEP.</p>
<p>17.Skill development:</p>
<p>The explosive pace of technological development allied with demand for tech-savvy architects, it is assumed as well as witnessed that digital technology like advanced software as BIM, Artificial Intelligence will have significant impact on architectural profession and education in multiple ways in near future. The key elements of skill development as stated in National Skills Qualifications Framework, institute is planning to introduce value added courses for skill training in collaboration with knowledge partners for digital applications to equip students competent for job market for both employment and for self-employed professionals. Universal Human Values are nurtured through holistic and value-based education by involving students by organizing awareness events as Sadbhavna day, Bhasha Day, Pledge day, Oath ceremony, Yoga day, Environment day, etc. Such activities also provide platform to nurture the soft skills. Institute introduces audit courses in every semester, where subjects are chosen from the list of SPPU, related to Skill development, as pottery in Indian Craft subject, Sign language, Electrical Maintenance, etc. This is one of the good practices of the institute pertaining to skill development of students.</p>
<p>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</p>
<p>Ancient Indian Education system was based on the three simple processes for a learner; to listen to the truth, to think and to reflect what is taught so knowledge manifests from self-realization. Such approach is followed in architectural design studio for encouraging sensitive solutions. Indian ancient traditional knowledge of architecture is taught in history of architecture in the program and students are encouraged to pursue research. There are regional variations in architecture in India and students are exposed to architectural development in various geographic locations by conducting study tours. They are expected to design</p>

architectural projects in those locations considering traditional methods, styles suitable for climate and the lifestyle of the people. This is one of the good practices of the institution pertaining to the appropriate integration of Indian Knowledge system SCOA being affiliated to SPPU, where programs would be carried out regional or national languages whenever the affiliated university implements.

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

All course curriculum of SPPU are structured by the institute in outcome-centered format for implementation of teaching-learning and evaluation. The Course Objectives (COs) are also aligned with the PO-PSO philosophy. The pedagogy of appropriate instructional approach in classroom has been implemented such as seminar, assignment, problem solving, and encouragement for peer and group learning as well as remedial classes for attainment of clearly defined outcomes. Best practice: The involvement in the classroom is a key part of OBE for students and increased students' involvements make them to understand the responsibilities of their learning status. The time-bound architectural design studio called 'esquee' is the practice followed regularly in the institute. The design briefs are given to the students for designing an architectural project of smaller scale in one or two- day designated only for this exercise. The expected outcome is also stated with the marking schemes. The students complete the design with expected drawings and present in front of jury. The outcome of such exercise witness good attendance and intense working capacity as well as encouragement to excel with peer participation.

20.Distance education/online education:

The unprecedented pandemic situation compelled the institute to adopt various digital platforms for conducting classes, organizing conferences and meetings such as Google meet, Google Classroom, Zoom and Microsoft Teams. The online teaching learning and evaluation successfully trained the faculty and students from various geographical locations and even from rural background. Combination of online and offline systems equipped the institute to adopt a hybrid model of education. This Blended learning system was used for Value-added courses and also for lectures of guest speaker from distant places. This might be considered as the new norm that is also anticipated in the New Education Policy.

Extended Profile

1.Programme

1.1	97
Number of courses offered by the institution across all programs during the year	
File Description	Documents
Data Template	View File
2.Student	
2.1	494
Number of students during the year	
File Description	Documents
Data Template	View File
2.2	100
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	View File
2.3	97
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	63
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.2	63
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	29
Total number of Classrooms and Seminar halls	
4.2	144.48
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	179
Total number of computers on campus for academic purposes	

Part B**CURRICULAR ASPECTS****1.1 - Curricular Planning and Implementation**

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

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

- The B. Arch. Department is decentralized internally into four divisions with an equal number of students and faculty in each division. In addition, five-tiered curriculum delivery system adapted of Principal, HOD, Division, Year and Course Coordinators.
- The teaching load is distributed to the faculty as per their expertise, experience and preferences. The junior teachers initially associate seniors to learn methods of teaching, reviewing and remedial measures for defaulters and keeping records.
- Teaching methodology focuses on majorly three parameters as, theoretical, practical or demonstration of projects and research for most of the subjects with variations of weightage.
- The parity of all divisions is maintained by preparing similar

Session and Lesson Plan in each term and reviewing in monthly meetings. The diversities of student centric teaching are demonstrated through interactive, innovative and experiential curriculum delivery by each faculty.

- Documentation of progressive status and selected academic works of students are carried out at end of semester.

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

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

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

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	Nil

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

B. Any 3 of the above

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

1.2 - Academic Flexibility

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

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

13

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

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

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement

for year: (As per Data Template)

04

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

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

380

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

380

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

1.3 - Curriculum Enrichment

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

- Architecture education is a multidisciplinary field that encompasses a wide range of subjects, including human values, society, nature, and co-existence.
- The undergraduate program of five years covers various subjects, including professional ethics, gender, human values, and environmental and sustainability.
- The institute conducts value-added courses and curriculum courses, such as professional practice and project management, which equip students with knowledge about duties, liabilities, and ethics.
- Communication skills are also developed through courses like architectural portfolio making.
- The program also covers topics like history of architecture,

urban studies, climate and sustainability, and environmental and energy management.

- The core subjects of the program include architectural design, which focuses on the users and natural environment, and conservation, which focuses on adaptive reuse of old structures and responsibility towards cultural heritage.
- The curriculum also includes practical training in the third semester for understanding and practicing professional ethics in digital practice and professional training.
- The M. Arch. program in architectural conservation focuses on adaptive reuse of old structures, conservation legislation and practice, and history theory and criticism. The Digital Design Studio in M.Arch Computer Applications cater all above aspects.

Architecture Design teaches students about sustainability and energy efficiency in design, with urban design projects incorporating gender-specific issues and futuristic development.

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

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

26

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

110

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

1.4 - Feedback System

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

A. All of the above

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows		A. Feedback collected, analyzed and action taken and feedback available on website
File Description	Documents	
Upload any additional information	No File Uploaded	
URL for feedback report	http://scoa.sinhgad.edu/wp-content/uploads/2024/11/Stakeholder-feedback-2023-24.pdf	
TEACHING-LEARNING AND EVALUATION		
2.1 - Student Enrollment and Profile		
2.1.1 - Enrolment Number Number of students admitted during the year		
2.1.1.1 - Number of sanctioned seats during the year		
880		
File Description	Documents	
Any additional information	No File Uploaded	
Institutional data in prescribed format	View File	
2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)		
2.1.2.1 - Number of actual students admitted from the reserved categories during the year		
22		
File Description	Documents	
Any additional information	No File Uploaded	
Number of seats filled against seats reserved (Data Template)	View File	
2.2 - Catering to Student Diversity		
2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners		

- The institution is committed to fostering an inclusive and effective learning environment by actively assessing the learning levels of all students. Regular and progressive evaluations are conducted through various methods, including formative assessments, Mid-Term juries, Mock tests and viva and final assessment at term end. This comprehensive assessment approach allows faculty members to identify both advanced and slow learners.
- For advanced learners, the institution encourages them to participate in the specialized programs designed to challenge their abilities and enhance their learning experiences. These programs may include enrichment activities, advanced coursework, hands-on workshops and competitions and quizzes, encouraging students to explore subjects in greater depth and cultivate their talents.
- Conversely, for slow learners, tailored interventions are implemented to provide the necessary support. These may include remedial classes, one-on-one tutoring, revision classes ensuring that each student receives the attention they need to succeed.
- By recognizing and addressing the diverse needs of its student population, the institution not only promotes academic excellence but also fosters personal growth and confidence, preparing students for future challenges in their educational journeys.

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

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

Number of Students	Number of Teachers
494	63

File Description	Documents
Any additional information	No File Uploaded

2.3 - Teaching- Learning Process

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

- Faculty members are committed to using student-centred teaching methods that transform students into active learners. By incorporating a range of classroom activities, they improve student engagement, build confidence, and promote independence. In architectural design courses, EXPERIENTIAL LEARNING TECHNIQUES such as case studies, site visits, and design demonstrations with 2D and 3D models are used to analyze projects. These projects become more complex from the first to fifth year, progressively enhancing students' skills.
- The use of digital tools equips students with essential skills for both employment and advanced studies, while also boosting their confidence in presenting to juries. The institute encourages PARTICIPATIVE LEARNING through interactive classes and fieldwork. Faculty and students collaboratively analyze architectural concepts, improving communication skills through regular presentations and seminars.
- Study tours offer further opportunities for students to work together and refine their presentation skills. PROBLEM-SOLVING abilities are developed through in-depth reviews and discussions in different formats, fostering critical thinking and practical application in design projects.

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

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

- The use of ICT (Information and Communication Technology) tools in education has necessary in the architectural teaching-learning process, making it more interactive, efficient, and engaging. Teachers now incorporate a wide range of ICT-enabled tools, such as computers, laptops, and educational software, to enhance the classroom experience. These tools facilitate access to vast online resources, enabling teachers to present information in diverse formats—videos, animations, and interactive simulations—that cater to different learning styles.
- ICT tools also support personalised learning, allowing students to progress at their own pace. Teachers can use these tools to track individual student progress, provide instant feedback, and tailor lessons based on performance. Moreover, communication platforms like video conferencing tools enable continuous interaction between teachers and students, fostering a more dynamic and connected learning environment.
- Additionally, ICT tools help bridge geographical gaps, offering access to high-quality education through online courses, webinars, and digital content. This integration of technology not only enhances students' understanding of complex concepts but also prepares them for the digital world, equipping them with essential 21st-century skills.
- ICT-enabled tools play a vital role in promoting a more effective and engaging teaching-learning process

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	http://scoa.sinhgad.edu/wp-content/uploads/2024/11/ICT-Enabled-Tools-2023-2024.pdf

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

2.3.3.1 - Number of mentors

34

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

2.4 - Teacher Profile and Quality**2.4.1 - Number of full time teachers against sanctioned posts during the year**

63

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

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

5

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

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**2.4.3.1 - Total experience of full-time teachers**

308

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

2.5 - Evaluation Process and Reforms

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

- Institute strictly follows rules and guidelines of affiliating university for assessment of students' academic performances.
- CIA (Continuous Internal Assessment) is carried out systematically for each assignment of course by internal faculty members and scheduled as per session plans. Students are given feedback simultaneously while evaluating in front of them in class.
- Progressive marking is reviewed in monthly/quarterly IAMC meetings. Internal assessments are conducted for revised submissions and for students not submitted before if there is a valid reason.
- Internal mock tests, mock jury, mid-term marking are conducted; students are informed about their performance's status.
- Mentors of each class counsel defaulter students as a part of mentor-mentee system. Remedial classes are conducted and PTMs are organised.
- Final Internal marks are calculated based on attendance and CIA and circulated to students. Institute follows an efficient method of resolving grievances raised by students in verbal and written format, regarding CIA of their academic works, marks given and marking process.
- Concerned faculty, year coordinator resolves with division

coordinators promptly and reports to the Principal. Parents can also report any grievance personally or through phone calls, messages, etc. which are noted in a register and resolved at earliest. Timely PTM are arranged for ease of communication regarding the same.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

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

- All the examinations are conducted by SPPU except In-sem, which is conducted at the college level on 30% of total marks of theory subjects. The exams are conducted in a format like university examination.
- Grievances related to non-availability if reported by the students in examinations were immediately and efficiently resolved by Chief Examination Officer (CEO) of institute either by allowing extra time or conducting special examination if required.
- Such anticipated problems were tackled by conducting practice tests and question banks were shared prior to examinations. Before regular In-sem examinations, question banks were shared with students and practice tests/mock tests and extra lectures were conducted before the examinations.
- The In-sem exam marks are conveyed to students by the respective year coordinators and grievances if any are noted and informed to CEO immediately. Any issues verbally or in writing are resolved by respective subject teachers ensuring timely response and giving students scope for improvement in End-Sem examination.
- For end-sem SPPU examinations, any grievances reported by students regarding discrepancies or understanding, were conveyed immediately to the subject chairperson appointed by

SPPU. The decisions are further communicated to the student by the efficient faculty members of the examination department of the institute.

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

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Program Outcomes (POs) are broad statements detailing the professional achievements students should attain by graduation. These outcomes encompass a range of interrelated knowledge areas, skills, and personality traits developed throughout the program. The institute has formulated its POs based on NBA and COA guidelines, focusing on essential aspects of architectural studies, including architectural knowledge, professional competence, technological skills, societal commitment, sustainability, ethics, and communication.

Program Specific Outcomes (PSOs) define the unique goals of the program, emphasizing how the knowledge and techniques learned contribute to societal betterment and sustainability. Both POs and PSOs are critically reviewed and approved in IAMC and IQAC meetings.

Course Outcomes (COs) provide clear statements regarding the essential knowledge and skills students should acquire by the end of each course. The institute aligns its curriculum with SPPU's semester system, restructuring course content and assessment methods to follow the CO framework. Each course typically includes 4 to 6 COs, developed with varying weightages, and aligned with Bloom's taxonomy for assessment.

Students are informed about POs, PSOs, and COs through the college website and notice boards.

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

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

Outcome-Based Education (OBE) is a student-centric approach that emphasises the skills and competencies students must demonstrate upon completion of their programs. There are two primary types of outcomes: Course Outcomes (COs) and Program Outcomes (POs). COs serve as immediate benchmarks, assessing student performance against predefined targets at the end of each semester, aligned with the SPPU curriculum. The attainment of POs is measured through a CO-PO and PSO matrix, evaluating how well students meet expected program levels.

Each course has a specific set of COs with associated assignments and evaluation criteria. The institute sets uniform targets for CO attainment based on course difficulty. Direct measurement of CO attainment is derived from student performance, combining scores from Continuous Internal Assessment (CIA) and Comprehensive External Examination (CEE). CIA assesses progress through assignments, tests, and Vivas, while CEE reflects the semester-end results.

For each course, CO attainment levels are compared to predefined targets, prompting course coordinators to implement improvements if necessary. PO and PSO attainment involve mapping COs to these outcomes using quantitative measurements, including contact hours and mean percentage scores. This systematic approach ensures comprehensive assessment of student learning and program effectiveness.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year**97**

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	http://scoa.sinhgad.edu/wp-content/uploads/2024/11/SCOA-Pass-Percentage-Report-2023-24-1-1.pdf

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

<http://scoa.sinhgad.edu/wp-content/uploads/2024/11/Student-Satisfaction-Survey-2023-24.pdf>

RESEARCH, INNOVATIONS AND EXTENSION**3.1 - Resource Mobilization for Research****3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****0**

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

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

15

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

3.2 - Research Publications and Awards**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

6

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

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

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

9

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

3.3 - Extension Activities

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

The institute conducted 11 activities out of 11 extension and outreach programs under NSS for strengthening social empathy, compassion, and commitment.

The vision of SCOA is to make sensible and responsible architects of the society which is emphasized through Oath Ceremony of taking pledge to serve the country. 4 Voters ID Registration seminars and camps and a Run for a fund raiser on Flag Day were carried out as a social responsibility. Blood donation camp and Donation drive for Diwali sweets to Orphanage were organised for sensitizing the students. School wall painting and student interaction alongwith the pavillion design for Nivara Old Age home were the Architectural contributions by the institute. the institute has established Green club for environmental awareness. Tree Plantation drives ,cleanliness drives in campus and River conservation and cleanliness drive was organised. Sustainable Initiatives were taken towards transportation and festival celebration. Ecofriendly Ganapati Painting workshop was most responded activity in the year.

Initiatives were taken for community through seminars for women health , safety, Yoga and Stress management.A well-established heritage club organises activities such as Heritage walks, Visits and documentation of heritage buildings in order to contribute to the community through architectural knowledge.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

3

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

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

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

11

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

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

517

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

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

13

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

9

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute is situated on the campus of approximately thirty-five-hectare area of Sinhgad Technical Education Society at Vadgaon Budruk Pune. The campus was established in the year 1993. Institute has physical facilities for teaching-learning as per norms of COA. The infrastructural facilities for academic delivery are provided in two basic categories, firstly, spaces required for teaching as studios, the main area for architectural institutes where teaching-learning by a team of faculty members occur for major time in each day. The studios are equipped with workstations with drawing boards and lockers, large tables for student-teacher discussions and large pin-up boards for conducting design juries. The classrooms are equipped for carrying out theory lectures with LCD and screens. There are spaces for accommodating a large number of students for special lectures as seminar / assembly halls and multipurpose hall. These spaces are provided with Wi-Fi provision, amplifiers, speakers, etc. The second category includes spaces for enhancement of teaching such as construction yard, department library, material museum, model making lab, surveying lab, environmental lab, computer labs etc. Institute also has a NASA room, and separate common rooms for girls and boys. Faculty cubicles, cabins for principal and HODs, administrative spaces as examination room, store room, etc. are provided.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

The Institute is equipped with adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, etc. The Amphitheatre which is located nearly at the center can accommodate few thousands of spectators, where annual inter-college cultural festival 'SpringFest' is organized for various competitions such as Mr. and Miss Sinhgad, Fashion show, dance, singing and street play. Annual rock show which is very popular amongst students is held in a large school ground on campus. The Freshers welcome function 'Carnival' for the first year is arranged in the large parking ground in the campus with various events, food stalls and games. Annual sports tournaments for various games like Cricket, Volleyball, Basketball, kabaddi, athletics happens in the campus cricket and other grounds. Facilities are provided for Indoor games like Chess, Badminton, table tennis, etc. There is a gymnasium and swimming pool located on the campus. The students celebrate World Yoga day in the college multipurpose hall.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

11

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

11

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

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

2.15

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

4.2 - Library as a Learning Resource

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

Institute has 24X7 Central Library of Six floors which accommodates books, journals, reports etc and a department library which is open on all institute working days. Online access to e-content for architecture in SCOA library portal is available to students through their login to refer lecture notes, reference material etc

The digital section in the library provides shared access to e-resources with other institutes of STES like K-Hub in Architecture subscribed by SCOA, DELNET with SCOE, IEEE, Springer, NLIST etc. Other facilities include the newspaper section and literature section. In the Newspaper section Marathi and English newspapers are available for reading. All users can avail Institute membership of a few external libraries such as Jayakar library of SPPU, British Council Digital Library, Maratha Chamber of Commerce library.

For library Automation, SCOA had Autolib (version 1.0), an integrated library management software (ILMS) from 2005 to November 2022 and from December 2022, KOHA WEB OPAC (version 22.11.04), an ILMS, was installed. There is an Anti-Plagiarism Software, Check for Plag. purchased for scanning students' research dissertations before submission to detect the authentication of their works and to prevent copying. The Central library has a User tracker facility to monitor footfalls. Reading halls in the central library are Wi-Fi enabled.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

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

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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

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

0.87

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

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)**4.2.4.1 - Number of teachers and students using library per day over last one year****68**

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

4.3 - IT Infrastructure**4.3.1 - Institution frequently updates its IT facilities including Wi-Fi**

The Institute has two computer labs one for B. Arch and one lab for M. Arch. Total number of computers in working condition are 179 for B. Arch and 26 for M. Arch. All computers are updated with latest operating system, antivirus software. Good internet speed and bandwidth of 250MBPS and 16MBPS respectively at campus and college computer labs. Studio has Wi-fi and LAN facility. Assembly hall, AV rooms, multipurpose hall has Wi-fi facility, LAN connections, amplifiers and speakers.

Computers are installed with latest software as per the syllabus requirement. Regular updating of purchased software including Microsoft teams, sketch-up, Koha software for library usage is practiced. Students can complete their study and assignments of Autocad plans, sketch-up views in computer labs itself. Printing, scanning, photocopy facility is provided by laser printers and scanners available in the computer labs.

Continuous monitoring is done by technical staff. Notes and reference material uploaded in library computers are available to students through their library login. College has its mobile application created for smooth conduction of admission process for all students, through this application student can fill admission form, submit their documents, pay academic fees.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

179

File Description	Documents
Upload any additional information	View File
Student – computer ratio	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution

C.10 - 30MBPS

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

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

48.7

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

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

Institute has an estate office on campus and is designated with the responsibility for providing and maintaining the common facilities required by the individual colleges in the campus, looks for the maintenance of campus and utilizes it for academic purpose. There is a continuous monitoring for maintaining the physical facilities by the estate office staff. It includes all the common amenities and support systems such as road/ parking, water, electricity, power back-up, internet, sanitation and green initiatives, sports ground, cultural centre, gym, shopping complex, students' activity centre. Continuous monitoring for any repair is carried out by the technicians. ICT facilities and peripherals are checked by respective technical assistants for any problem. The software updates, ICT tools and internet related problems are resolved from time to time. The infrastructure maintenance is done by the estate office as and when required.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

389

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

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

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

04

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

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

A. All of the above

File Description	Documents
Link to institutional website	http://scoa.sinhgad.edu/wp-content/uploads/2024/11/Event-Posters-12.11.2024.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

493

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

493

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

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

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

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

55

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

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

14

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

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

23

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

06

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The students' representation and engagement in various administrative, co-curricular and extracurricular activities are categorized at three levels. The first level is the 'Students' council' as per the directives of SPPU, comprised of Principal, meritorious students, and faculty members, coordinated by Student Welfare Officer (SWO) for organising events as per SPPU instructions. Sinhgad Students' Council (SSC) of STES campus is the second level, is comprised of the President, Vice-presidents, Secretary, Treasurer, Foreign student's representative and 14 Council members, which provides a platform for students to showcase potential qualities in a larger platform. SCOA student and faculty representatives in SSC coordinate all central activities as well as arrange exclusive activities at the institute level.

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

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

38

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

5.4 - Alumni Engagement

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

The Alumni Association was registered in 2018 under the Societies Registration Act Maharashtra with Registration number MH/38/2018/Pune and date of registration is 9/1/2018/Pune. Alumni Cell of the Institute conducts various events for current students.

The contributions of alumni to institute through various means are as follows:

- There are interactive sessions titled 'Alumni Meet' where alumni share their projects explain the process from conceptualization to execution.
- Alumni Interaction: Alumni are involved in the curricular aspects of the students by inviting them as guest speakers for imparting their knowledge in profession, to present their

academic work, and to talk on a selected topic. Ar. Ankur Kothari & Ar. Anil Poduval were invited for first year orientation, Ar. Piyush Chorbele was invited for 'World Architecture Day.' Alumni are also invited as jury members for various subjects. Ar. Prathamesh Takale, Ar. Sanket Veerkar & Ar. Himanshu Subandh were invited for Design jury of 3rd and 2nd year students.

- **Industrial Site Visits:** Alumni are involved in accompanying and explaining constructional and other details on a site from first-hand experience.
- **Career Guidance Assistance:** Alumni conduct sessions for the students about opportunities after graduation to acquaint the challenges and rewards of the profession and higher education opportunities.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

- SCOA is a renowned academic institution imparting value-based education that transforms students as sensible and responsible citizens of India.
- The mission of the institute is to provide opportunities for students to develop and utilize their potential for holistic development, enable them to face the challenges in life and achieve goals.

- The institute is under the management of STES, led by visionary academician Prof. M N Navale, governed by management committees and policies. Aligned with the institute's vision, mission and core values, a comprehensive strategic deployment plan is designed and followed, aiming to transform the institute into a multidisciplinary knowledge hub, as endorsed by the National Education Policy 2020.
- Principal, head of the institution, with senior faculty members formulates internal policies and programmes through distributing responsibilities to various committees led by head coordinators.
- The highest committee, known as the Governing Body (GB), is constituted by the president, secretary, vice presidents, top-level management representatives of STES and the principal. This body formulates policies, mobilizes resources, renders decisions related to intake, admissions, recruitment, promotions, salaries, finances, infrastructure, monitors implementation and leads SCOA in alignment with the institute's vision and mission.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

- The Principal acts as liaison between the institute and management, ensuring enforcement of management policies while maintaining compliance with statutory requirements. The institution's missions revolve around providing an optimal academic environment for learning, demonstrating, progressing, and fostering the comprehensive development of responsible architects.
- Responsibilities are uniformly distributed among faculty and staff through various college committees,

- The College Development Committee (CDC) is constituted with management leaders, principal, selected senior faculty and non-teaching staff, and functions as the next tier of institute governance.
- Internal Academic Monitoring Committee (IAMC) is composed of Principal, HODs, Division Coordinators, prepares curriculum execution, allocation of teaching responsibilities, supervision, appointment of year coordinators, prepares timetables and academic schedules and monitors implementation in monthly meetings.
- For the B.Arch. program, four divisions are present, each division overseen by the principal, HOD, division coordinator, year coordinator, course coordinators, forming a hierarchy that results in five-tier system for undergraduate courses and three-tier system for postgraduate courses.
- IQAC led by coordinator, and members establish quality benchmarks and development strategy to advocate continual and intentional improvement.
- A bottom-up approach is implemented which includes creation of a student-teacher organization called 'Susamwad' to facilitate a wide range of co-curricular and extracurricular activities.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Aligned with the institute's vision of crafting conscientious architects for society and guided by its core values and missions, a comprehensive Strategic Deployment Plan has been developed. This plan encompasses both long-term and short-term objectives. The long-term goals are established through policies and strategic benchmarks, aiming to transform the institute into a multidisciplinary knowledge hub, as endorsed by the National Education Policy 2020. Conversely, the short-term goals are devised

to facilitate the progressive attainment of long-term objectives, focusing on enhancements and necessary corrections along the way. The Long-Term goals are creating a Conducive Academic Environment, achieving academic excellence and having Collaborations for exchange of knowledge and skills. There are short term goals which focus on Systematic Curriculum Implementation, achieving Academic excellence with accordance to OBE, organising Sessions for Exchange of knowledge and experiences within faculty, having regular IQAC meetings with recommendations, organising Value added courses. To increase employability of students, value-added courses are conducted on topics which are not included in the syllabus as Co and Extracurricular activities. Comprehensive term-wise calendar of academic schedules of various events is prepared every year. All programs are systematically organized. FDP was organized under COA-TRC in the year.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	Nil
Upload any additional information	View File

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

- The institute operates a robust administrative and academic system.
- Administrative system: Under the General Body (GB), four sub-committees have been formed, consisting of senior management representatives, the principal, senior faculty, and staff:
 - Finance Committee
 - Purchase Committee
 - Staff Selection Committee
 - Building Committee
- Academic system: Internal committees led by main coordinators, composed of faculty and principal for efficient decentralized functioning as various administrative departments, like

accounts, examination, HR, students, and scholarships, are monitored by an Assistant Registrar, Admission Committee, Examination Committee, Library Committee

- Other committees:

Website committee, Social Media committee, Research cell, Seminar/conference team

- Mandatory Committees:

Anti-ragging committee, Anti-Ragging Squad, Mentoring cell, Grievance Redressal Committees: Women's cell, Students Grievance Committee, Internal Complaint Committee, Reservation cell.

- Student activities are coordinated at three levels:

- SPPU level: Students' Development Council, led by faculty Student Development Officer (SDO).
- Campus level: Sinhgad Students' Council,
- Institute level: 'Susamwad', a student-teacher committee

- Appointment and service rules: The institute adheres to STES policies for employee appointment, service, leave management, and promotions. Faculty recruitment policy is aligned with SPPU and COA norms.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	http://scoa.sinhgad.edu/wp-content/uploads/2024/11/Organogram-SCOA.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in

A. All of the above

**areas of operation Administration Finance and
Accounts Student Admission and Support
Examination**

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

6.3 - Faculty Empowerment Strategies

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

To ensure the well-being of its staff members, the institute, under STES, implements various welfare measures for both teaching and non-teaching staff as:

- The institute sponsors faculty members to attend FDPs and encourages participation in COA-organized TTPs. Non-teaching staff are also supported in attending career development programs.
- The institute hosts state/national level conferences every other year, offering faculty opportunities to present and publish research papers. Faculty members are sponsored to participate in conferences beyond the institute and are encouraged to pursue PhD along with teaching.
- Faculty members enjoy various paid leave options. Summer and winter vacations are granted, and permanent female faculty members are entitled to available six months of paid maternity leave. Non-teaching staff receive Earned Leave.
- Staff quarters are available for faculty members and all grades of non-teaching staff.
- All staff members access medical services from Smt. Kashibai Navale Medical College and General Hospital and dental treatment from Sinhgad Dental Hospital, both under STES. The campus features a clinic and 24x7 ambulance services for

emergencies.

- All employees are covered under the Employee Mutual Benevolent Fund (EMBF). Employees' children receive preferences for admission to Sinhgad Springdale schools.
- The institute celebrates festivals fostering a sense of family unity.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

14

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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

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

47

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

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

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

60

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

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

- Each faculty member's performance is annually assessed through a paper-based appraisal system (PBAS). At the end of every semester, faculty completes an internal self-assessment proforma prepared by the institute.

- Besides academic responsibilities, faculty members are assigned various mandatory tasks, including administrative, co-curricular, and extracurricular activities. The assessment parameters in PBAS cover different categories, such as academic contributions, examination duties, research, self-enhancement, administrative responsibilities, and contributions to student committee 'susamwad' for co-curricular and extracurricular activities. The institute assigns appropriate weightages to these contributions, and the total score reflects the overall assessment.
- Each faculty member's self-assessment proforma is verified and evaluated by the division coordinators, followed by the principal. This process is kept confidential. Decisions regarding continued service, promotions, and incentives are made based on these performance assessments.
- For non-teaching staff, PBAS encompasses seven parameters, including reliability, integrity, character, intelligence, and competence for independent work. This assessment is hierarchically reviewed by the assistant registrar, principal, and management to determine continuity and potential for promotion within the service.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

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

Internal audits: An annual comprehensive review of all financial transactions is conducted through internal auditing by internal auditors of STES, who assess the budget and expenditure in accordance with regulations of STES. Following auditors' guidance, enhancements and maintenance are performed in the accounts to ensure transparency and accuracy in fund management. Any queries or concerns raised by auditors are promptly addressed by the finance department before the external audit takes place.

External audits: An external audit is carried out by a chartered accountant auditor, appointed by STES, to prepare the balance sheet, IT return, and other financial documents at the conclusion of each fiscal year. The expenditure of funds received from SPPU is audited in accordance with regulations, and the SPPU finance department conducts an annual audit of these funds.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

0

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

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

- SCOA operates as a self-financed institution, primarily relying on student fees determined annually by the Fees Regulating Authority (FRA) under Government of Maharashtra.
- The college receives grants from SPPU for purposes such as seminars, conferences, research and equipment.
- Resource mobilization objectives focus on ensuring institutional sustainability and efficient utilization of resources.

- The institute maintains a transparent and accountable financial system for effective allocation and oversight of funds.
- The finance committee formulates and monitors the annual budget, subject to management approval, covering all expenses.

Funds are well distributed for:

- Salaries of full-time teaching and non-teaching staff.
- Remuneration for visiting and guest faculty.
- Mandatory fees to statutory and affiliation authorities such as COA, SPPU etc.
- Maintenance of existing buildings inclusive of laboratories
- Procurement of equipment, computers, and digital facility upgrades
- Renewal of software for students' academic purpose.
- Sponsorship of faculty to attend conferences, workshops, and Faculty Development Programs (FDPs) to update their knowledge.
- Expansion of the library's book collection & renewal of magazines and journals.
- Welfare initiatives for staff and students.
- Support for co-curricular and extra-curricular activities, including cultural events, sports, and other programs aimed at the all-round development of students.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

- As believed at the Institute, the education system should not be mere collection of information, rather it needs to be human-making and character building mechanism to enable students to be aware of self and the real world.
- Education refers to a wide spectrum of activities where students avail opportunities to develop their abilities in a holistic manner to develop generic skills, application skills and life skills. In accordance with the vision of the institute of 'crafting of sensible & responsible architects for the society', core values, and the missions, the institute has prepared a Strategic Deployment plan with long-term and short-term goals which are diligently followed for quality improvement.
- In the post-accreditation phase, SCOA's IQAC has a central mission: Establishing a framework for purposeful, uniform and catalytic enhancement of overall performance and gauging progress in pursuit of academic excellence.

The IQAC, established in 2017, endeavours to define quality standards for the teaching-learning process, operational structures, methodologies, and learning outcomes, while maintaining a record of continuous improvement.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The strategy for quality and continuous improvement in teaching and learning involves monitoring through monthly or quarterly reviews within each semester.

- IAMC, including the principal, HODs, and division coordinator, supervises this process. Faculty members develop academic schedules, lesson plans, content, assignments, and expected outcomes, with further refinements during semester commencement meetings.
- Experimental, experiential methods are encouraged by IAMC for all faculty members.
- Each year, feedback is collected from stakeholders like students, faculty, alumni, and employees. IQAC reviews, analyzes, and takes action to address identified issues. Monthly meetings are conducted meticulously where all faculty members review the status of curriculum delivery in alignment with lesson & session plans, assess student performance, evaluate student learning outcomes, examine internal assessments and examination results, and implement necessary remedial measures.
 - Incremental improvements are documented in a spreadsheet. Digital copies of student progress reports are conveyed to parents and students. Enhancements in the quality of teaching and learning are actively pursued through regular feedback and discussions amongst course coordinators & division coordinators. Feedback is obtained from parents and students during Parent-Teacher Meeting (PTM).
- Records of monthly progressive and term-end cumulative records of all activities maintained meticulously

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	http://scoa.sinhgad.edu/wp-content/uploads/2024/11/ANNUAL-REPORT-SCOA-2023-24.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

SCOA, consistently endeavours to diminish disparities in the allocation of privileges among students of all genders to uphold gender equity. There is no bias favouring one gender over the other.

Curricular Gender Equality: Our architecture syllabus accommodates all genders, who collaborate in groups within the classroom. Our curriculum is devoid of gender biases. The system provides all individuals the opportunity to host, organise, and engage in seminars, webinars, and numerous activities inside our campus. We are undertaking specialised discussions on gender equity initiatives, including the Nirbhay Kanya Abhiyan and women's empowerment, alongside various social programs as part of Student Development/NSS. Teams are formed regardless of gender. The student council, established in accordance with the university act, comprises an equal number of girls and boys.

Co-Curricular Gender Equity: The diverse activities conducted during the academics like workshops, sports etc. and the equitable opportunities afforded to both genders. Key activities encompass Yoga practices for health maintenance, social weeks, Fit India initiatives, and a variety of online and offline events, including research competitions, Techfest, Avishkar, World Architecture Day, Skill development programs, hands-on experiences, workshops, seminars, conferences, competitions, guest or expert lectures, exhibitions, wall magazines, and annual magazines, all involving participants of both genders.

File Description	Documents
Annual gender sensitization action plan	http://scoa.sinhgad.edu/wp-content/uploads/2024/11/Annual-Gender-sensitization-1.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://scoa.sinhgad.edu/wp-content/uploads/2024/01/7.1.1_Geotagged-Photographs-of-facilities-.pdf

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

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

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

- 1. The management of solid waste involves the collection of dry garbage from the campus on a regular basis and its subsequent delivery to the Pune Municipal Corporation (PMC). Dry garbage and Wet garbage are collected separately, for the same dustbins indicating wet and dry waste have been installed at strategic positions.**
- 2. The handling of liquid waste: The campus contains a Sewage Treatment Plant (STP) with a capacity of 4 lakh litres per day, which is used to process the sewage water that is generated on the campus. Screenings, clarifiers, oil grease traps, and other equipment are included in this facility. Effluent that has been treated is utilized for gardening purposes. To collecting and recover the organic solvents that are utilized in the laboratories of the institute, a rota evaporator is utilized.**
- 3. Waste recycling system: SCOA is equipped with a sewage treatment plant (STP) and a biogas production plant**

respectively.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	http://scoa.sinhgad.edu/wp-content/uploads/2024/01/7.1.2_Geotagged-photos-of-the-facilities.pdf
Any other relevant information	View File

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

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

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

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above
File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File
7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	B. Any 3 of the above
File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded
7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other	

diversities (within 200 words).

SCOA emphasises comprehensive development of students through programs like sports, cultural activities, orientations, farewell celebrations, alumni associations, initiatives promoting human values and ethics, social welfare projects, and women's empowerment. These initiatives seek to accomplish multiple objectives.

SCOA seeks to cultivate leadership capabilities, managerial competencies, social awareness, and discipline in students while pursuing academic success. Furthermore, the university-level Student Development Cell coordinates initiatives such as the Nirbhaya Kanya Yojana, self-defence activities, and disaster management courses. The campus-level Sinhgad Student Council organises events such as the Carnival, Teacher's Day celebrations, and festival observances. The council additionally represents students in other committees and groups.

A significant feature of the student council is Springfest, one of Pune's largest college festival, which encompasses cultural, sports, and technical competitions. The event features dance performances, fashion shows, vocal competitions, and theatrical productions. The Sinhgad Springfest occurs at intercampus, and intercollegiate, drawing thousands of participants and providing multiple trophies for winners.

Additional advantages offered to students encompasses involvement in the National Service Scheme (NSS), assistance with scholarships and financial aid, alumni support, and encouragement of yoga. In essence, SCOA's programs and activities seek to promote the comprehensive development of students, guaranteeing their academic excellence, leadership skills, social consciousness, and personal well-being.

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

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

India encompasses individuals from diverse origins, including

cultural, social, economic, linguistic, and ethnic variations, all controlled by the Constitution. Sinhgad College of Architecture educates students and staff on their constitutional commitments regarding values, rights, duties, and responsibilities, thereby fostering responsible citizenship. To furnish students with the knowledge, skills, and values essential for maintaining equilibrium between livelihood and life by offering an effective, supportive, safe, accessible, and inexpensive learning environment. The students are motivated by engaging in diverse activities focused on culture, traditions, values, obligations, and responsibilities through the invitation of distinguished individuals. The institute organized awareness workshops regarding the prohibition of plastics, hygiene, Swachh Bharat, and similar topics, engaging students in the process. Voter awareness has also been a focus for years to encourage young generation to vote, college also guide for enrolment of new voters. A code of conduct has been established for students and staff, and adherence to these guidelines is mandatory for all. The curriculum of the affiliated University includes compulsory courses such as Professional Ethics and Human Values, the Constitution of India, and Introduction to Democracy, aimed at instilling constitutional responsibilities in students. To promote knowledge about sanitation, quality of life, and self-consciousness.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

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

4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

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

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

The college plans and conducts various programs to cultivate a nation of youth characterized by noble attitudes and moral responsibility, fostering an environment that promotes ethical, cultural, and spiritual values among students and staff. Commemorative days are commemorated on campus with the management's initiative and assistance to foster emotional and religious sentiments among students and faculty, promoting enjoyment, entertainment, unity, and social peace.

The college, along with its faculty and staff, collectively commemorates various cultural and regional festivals, including Teacher's Day, orientation and farewell programs, induction programs, rallies, oaths, plantation activities, Youth Day, Women's Day, Yoga Day, World architecture day, National sports day, and religious celebrations such as Ganpati, Durga Puja, Navratri dandiya on campus. Motivational talks by eminent personalities in the practicing field are organized to facilitate the comprehensive development of students, enhancing their personality, and fostering responsible citizenship in alignment with national principles of social and community peace and national integration. In addition to academic and cultural activities, we have established robust infrastructures for many sports activities to promote the physical development of students. The institute fosters an inclusive environment characterized by tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities.

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

7.2 - Best Practices

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

Best Practice 1: Exploration of Tangible and Intangible Components: Architecture and Beyond

The practice explores the exploration of tangible and intangible components in architecture and beyond through annual architectural study tours for B. Arch. students. The competitions aim to encourage high standards, experimentation with digital media, model making, and presentation skills. The tours align with the curriculum's Architectural Design Projects, allowing students to design in diverse geographical settings. The study process includes pre-study, on-site survey, post-tour presentation, and an architectural design project. The results show that the competition significantly enhances field exploration and academic performance, motivating students to achieve higher academic achievements.

Best Practice: 2: Exposition of all round development of student.

The annual exhibition at the college showcases all-round student development, including academic, co-curricular, and social responsibilities. It is organized by students and faculty under the "Susamwad" committee and is an integral part of college activities. The exhibition features best academic works, creative works, sketches, collages, and photographs. The exhibition is inaugurated by a renowned architect and is managed by the Susamwad exhibition committee. Students proudly display their LOR credentials for higher studies abroad. The exhibition is open year-round, allowing students to showcase their best work in various subjects.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Holistic Development Mission: The institute focuses on the comprehensive growth of students, aiming to develop them intellectually, emotionally, physically, and socially. **Architectural Oath Ceremony:** First-year B.Arch. students participate in an annual oath ceremony, pledging commitment to ethical practices, cultural heritage, environmental conservation, and societal welfare.

1. **Student-Teacher Engagement:** Three-tier councils facilitate student participation in co-curricular activities, enhancing leadership and organizational skills through events like inter-college competitions.
2. **Soft Skills Development:** The Susamwad committees, led by student leaders, organize various events, fostering skills such as communication, leadership, and emotional intelligence.
3. **Institute Competitions:** Annual exhibitions and competitions in creative fields promote intellectual and technical skills among students, guided by faculty.
4. **Employability Enhancement:** Value-added courses on relevant topics are offered to improve students' employability and professional readiness.
5. **Research Promotion:** Students are encouraged to publish research in college publications, fostering academic expression and creativity.
6. **Emotional Wellbeing:** A mentor-mentee system supports students' emotional health through counselling and guidance.
7. **Physical Wellbeing:** Regular health check-ups and sports activities promote physical fitness and awareness.
8. **Environmental Awareness:** Initiatives like tree plantation

drives and eco-friendly practices educate students on sustainability.

9. **Social Responsibility:** Students engage in community service through blood donation camps and donations to NGOs, fostering a sense of societal duty.

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

7.3.2 - Plan of action for the next academic year

The institute has stepped into the 25th year, hence various activities and events are planned for holistic development of students through yearlong silver jubilee celebration. The next academic year 2024-25 would be focused on following directions as:

Outcome based education: The Course Objectives (COs) would be refined and aligned with the POs and PSOs philosophy. Student-centric pedagogy would be strengthened with appropriate instructional approach in classroom for experiential learning and encouragement for peer and group learning for attainment of clearly defined outcomes.

Skill development: As NEP 2020 emphasizes on various skill development of students, holistic approach is to be adapted to achieve the goal. The institute introduces value added courses for skill training in collaboration with knowledge partners to equip students competent with digital technology, and various assignments and activities as platform to develop soft skills as interpersonal relations through groupworks and leadership qualities, time-bound output delivery with progressive quality enhancement, as well as holistic and value-based education for nurturing universal human values and environment awareness.

Indian traditional knowledge: in architectural design studio, students would be tutored for sustainable, vernacular and sensitive solutions blended with technological advancement. Subjects like History of architecture, environmental studies, theory of structures and building materials and constructions, research would be made interesting with innovative approaches.

Feedback for concurrent quality enhancement is to be taken from faculty, students and alumni. Alumni collaborations would be strengthened.