SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S DR. BHANUBEN NANAVATI COLLEGE OF ARCHITECTURE FOR WOMEN

BNCA CAMPUS, KARVENAGAR, PUNE
411052
www.bnca.ac.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MKSSS's Dr. Bhanuben Nanavati College of Architecture for Women, founded in 1994 under the able leadership of Mr. Avinash Wardekar and Principal Dr Anurag Kashyap, with the generous donation given by Late Mr. Mahendrabhai Nanavati . The Parent Organisation , Maharshi Karve Stree Shikshan Samstha (**MKSSS) is** 120 years old samstha established in 1896 by a great visionary and social worker Bharat Ratna Maharshi Dhondo Keshav Karve, to provide shelter to destitute women.

Bharat Ratna Maharshi Dhondo Keshav Karve, a revered Visionary with extraordinary legacy of work in the field of women emancipation and education, is the inspiration and guiding soul behind the MKSSS's vision of **"Empowered Women playing equal role in Society and Nation building**". In keeping up with the vision, MKSSS strives to build a society of equal opportunities, social justice, a society where women will have their due importance, can live an enriched quality of life, a life of freedom and personal fulfillment. MKSSS works towards empowerment and enrichment of women through education, innovative training for life skills and job skills, pioneering the entry of women in new technology areas and new job domains. MKSSS's vision also includes facilitating self employment, awareness and sensitivity to women issues in society. (**www.maharshikarve.ac.in**)

Programs offered include

1. Bachelor of Architecture (**B Arch**),
2. Master of Architecture (**M Arch**) in Landscape Architecture
3. Master of Architecture (**M Arch**) in Environmental Architecture
4. Master of Architecture (**M Arch**) in Digital Architecture
5. Doctorate program (**PhD**)

The Institute is affiliated to Savitribai Phule Pune University (SPPU) and the courses are recognized by apex body Council of Architecture , which also gives registration for practice in Architecture.

This institute has been established with a futuristic approach and idealism towards architectural education.

Vision

To be one of the best colleges of Architecture in the world, by achieving the highest standards in Architectural Education ,Research and other related activities , besides uplifting the socio-economic, educational and

spiritual status of women.

Mission

Life is not only larger than architecture or design but above all other disciplines of education put together. Our mission is to create good Architects, with a complete personality who can do justice to all aspects of life besides developing into good human beings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Undergraduate, post-graduate and doctoral programs
- Student centric learning environment
- State of the art laboratories – Digital Fabrication Lab and Environmental Lab
- Transparent work environment conducive for holistic development of students
- More than 90% faculty retention for over 10 years
- Culture of effective team-work
- Consistently good academic performance that has steadily improved over the years
- Library with over ten thousandbooks; access to digital learning resources
- Emphasis on holistic development of students
- Significant academic and co-curricular programs like lectures, symposia, workshops etc.
- Funded research projects
- Funded quality improvement programs and teacher training programs for faculty up-gradation
- Wi-fi facility and internet access on the entire campus
- International and National collaborations
- Financial aid to needy students
- Support to faculty to pursue higher education
- Socially relevant projects and initiatives
- Participation of students in various technical, cultural and sports activities

Institutional Weakness

- Deficit of faculty with Ph.D qualification
- Few research publications in peer reviewed journals

Institutional Opportunity

- Collaborative research with industry
- Inter disciplinary research
- Faculty up-gradation
- Development of web based learning mechanisms

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- Consultancy and extension activities

Institutional Challenge

- Enhancing employability skills of students
- Curriculum that is dynamic and incorporates new technologies
- Adapting to the ever changing global scenario
- Bridging the gap between currentandlatest knowledge as well as theoretical and apllied knowledge and practices

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Maharshi Karve Stree Shikshan Samstha's Dr. Bhanuben Nanavati College of Architecture for Women (BNCA) is a self financing Architecture college affiliated to Savitribai Phule Pune University(SPPU).

Some of the faculty members have been part of Board of Studies in Architecture, Faculty of Engineering , SPPU, Pune. Faculty of B.Arch and M.arch give suggestions to the Board of Studies regarding revision , addition of new contents in the curriculum. The faculty is involved in the design of curriculum in terms of Members of Board of Studies , faculty involved in syllabus revision etc.

The Institute takes feedback from different stake holders (faculty, students, alumni , etc) about the curriculum and inform to the Board Of Studies.

The curriculum developed encompasses components of employability, research in emerging areas and social needs.

Academic flexibility is achieved by offering various electives to the Fourth year and Fifth year B.Arch students.

The institution has taken initiative to organize curriculum enrichment programmes by inviting expertise to conduct workshops , seminars, guest lectures, industry visits etc and thus helps to bridge the gap between industry and curriculum.

Teaching-learning and Evaluation

Directorate of Technical Education regulates architecture admissions for UG and PG in Maharashtra through centralized admission procedure Admissions are based on the entrance examination conducted by the Council of Architecture. Admissions for the Ph. D. programs are as per the directives of Savitribai Phule Pune University.

The College provides secured hostel facility at moderate cost to the girl students based on merit. This enables students from urban as well as rural sectors of Maharashtra and outside Maharashtra to enroll for the architecture program.

The college offers financial assistance to the students from economically challenged category through **Samaj Kalyan Yojana.**

Architecture being a professional course,it is essential for the institute to provide a through knowledge of theory and practice.For the connect of professional field the teachers work on many activities like guest lectures,juries,monthly event imparting practical knowledge of technology, site visits and hands on workshops. The utmost care is taken that theory and practice should go hand in hand for the maximum benefit of students. Teaching, learning and evaluation processes make sure that the students are enriched with both the knowledge of theory and practice.This makes them help being a perfect professional.

Evaluation strategies for every course is designed as per the expected levels of different cognition-types, starting from students' ability to remember, recall and understand the subject areas presented to them to their ability to apply, analyze and evaluate the same. For senior undergraduate and postgraduate students an equal or sometimes even greater emphasis is given on evaluating their creative abilities and capacity to handle clients individually,mainly through projects.

One of the key strengths of the college is passionate and self motivated faculty members. The college encourages faculty members to improve their qualifications, attend workshops and conferences by providing financial assistance and duty leave. Good management policies and academic environment resulted into high retention ratio.

Under the leadership of the controller of examinations In-semester and End-semester examinations are conducted.

Good academic records, value addition courses, co-curricular and extra-curricular activities help students grow with multi dimensions. Around 10 % of the total students pursue their higher studies in India and abroad.

Research, Innovations and Extension

The Institute puts research activities at the forefront in its efforts to imbibe research culture and develop aptitude among faculty members and students. It has recognized PhD research center under SPPU with guides of high academic repute where two candidates awarded PhD degree, two submitted while 17 are pursuing. Head of Research Center is recognized guide at SPPU and also PhD guide, examiner, member of Research Recognizing Committee at other Universities while many of the faculty members are approved research guides at M.Arch level. In order to facilitate research, the research monitoring committee has been constituted to monitor research oriented activities in order to achieve quality and rigor. The academically conducive environment and research ambience in the campus is achieved by the visits of eminent academicians, experts from India and abroad providing research scholars and students an opportunity to interact with them. The Research Cell acts as facilitator for the faculty research by motivating them to submit project proposals to funding University as well as various agencies in different research areas. Faculty is actively involved in research activities, participating in national and international seminars, workshops and conferences to present research paper presentations and publishes research articles in National/International journals. This has resulted in good number of publications in conferences as well as in journals.

The Institution organizes State, National and International level seminars, workshops with focus on capacity building, creating awareness, addressing current environmental and social issues. The Institution provides support mechanisms for research activities with providing facilities and infrastructure, budgetary provision to

support research activities like conducting, attending International Conferences/Seminars/Workshops etc.

The institute has large number of collaboration with industries, academic institutes and professional bodies from India and abroad which establishes the institute in academia with great visibility and identity.

Infrastructure and Learning Resources

Dr Bhanuben Nanavati College of Architecture for Women (BNCA) is an Architectural Institute exclusively for Women in Pune. The institute has adhered to all the norms specified by the Council of Architecture and Savitri Bai Phule Pune University to provide state of art Infrastructure that facilitates world-class Architectural education.

The Institute is in constant mode of up gradation and it is the prime objective of the Institute to adopt latest technologies and systems to achieve International standards of imparting education in Architecture. The institute is fully equipped with Hi-Tech environment to be used by the occupants working as well as studying in the premises.

It always reviews periodically and keeps the facilities upgraded for IT resources, Human resources, Library resources, Laboratory equipments, Sports equipments and facilities, Hostel, canteen, Health and hygienic conditions from the start of the session. It also adapts to changes as per University syllabus, addition of In-take of students, addition of courses.

The institute is fully self-sufficient for the present scenario and is always ready to accommodate the future needs to support Architectural curriculum without any hassles. All these campus facilities are maintained through full-time staff members appointed by the parent organization as well as by maintenance contractors.

Student Support and Progression

Student life at BNCA is its primary focus and concern. The institute works diligently and with rigor towards the holistic development of each of its students and this means that their mental and physical well being is our primary concern.

Developing the overall personality of the student, making her socially and emotionally strong, making them aware of their duties and rights as a responsible citizen, training them in soft skills and making them industry ready are some of the key objectives on our agenda. Providing state of art infrastructure, forming various committees, having transparency in marking and results, creating healthy competitive spirit amongst all, celebrating every success big or small, promoting new ideas, supporting weaker students to make progress, encouraging extracurricular talent etc. are some of the areas that the institute is constantly working for.

BNCA makes consistent efforts for providing as many opportunities to its students:

· to explore latest market trends by arranging several events, seminars, workshops, market visits etc

· to participate in as many events as possible by giving equal importance to all co-curricular and extracurricular activities

· to come forward and exhibit their talent other than academics

The institute firmly believes in empowering women through education and making them self sufficient, independent and is making every effort towards this.

Governance, Leadership and Management

We, at MKSSS, 120-year-old parent body are committed to "Empowerment of Women Through Education". The Institution has a century long history of dedicated work towards making women educated and self-reliant (www.maharshikarve.ac.in) .

We believe that 'Life is not only larger than Architecture or Design but is above all other disciplines of education put together.' Our mission is to produce good Architects, with a complete personality who can do justice to all aspects of life. In order to achieve vision and mission of the Institute , institute leadership encourages every employee to take active responsibility in the form of portfoilios which are related to administration support from faculty side and quality education considering following areas as already mentioned above, apart from regular teaching activity.

As a part of grooming leadership, We also have rotational policy for class teachers and heads of departments. Every 3 years we change the heads of departments depending on the seniority in service of the institute. Heads of B.Arch Department work insync with each other, while M.Arch departments work independently. They decide their own staff, their academic schedules and various other co-curricular activities like international tours, guest lectures, Juries, events like workshops,culturals etc.

BNCA has various processes defined for each and every activity of the college and the department as well. Strength of the Institute is in its teaching -learning processes, co-curricular and extra curricular events, sports, international cell , placement cell and industry-academia interface.

Systematic approach is followed in the management of academic and administrative functions in the college.

Institutional Values and Best Practices

The Institute is part of a larger campus under Maharshi Karve Stree Shikshan Samstha. The institute partakes in cleanliness,tree plantation and space making initiatives that renders the campus environment being pleasant, pollution free and functional.

·   The institute makes conscious efforts at energy conservation and recycling solid waste through segregation also recycled wetwaste from biogas plant serves as an alternative fuel source to inhouse canteens in the campus

·   To harness increasingly sophisticated digital technologies for the teaching of architectural design and construction the institute has set up a Digital Fabrication Lab [DFL] as a prototyping facility. It is an evolving ecosystem as a research cluster and a finest infrastructure as a prototyping lab .The DFL as a setup is an

environment wherein the faculty resource trained in Digital ideation and production techniques bring in their in inventory of core competencies and a fabulous array of digital machinery to let people work together on complex projects.

·   The institute acknowledges the effervescent changes happening in the field of architecture and finds it imperative to gradually encompass growing amplitude of issues that formatively engage in architectural designing and construction .The institute strives towards exposure to Multiplicity of learning platforms through various international, national and regional workshops organized for the student .

·   To make Architectural design education socially relevant and engage better with the social fabric of the city the institute dovetails social relevance in its core subject briefs and sets the design briefs on real time premises. It also conducts sessions based on deliberative democracy that allows students to understand stakeholders perspectives and strategize needed interventions
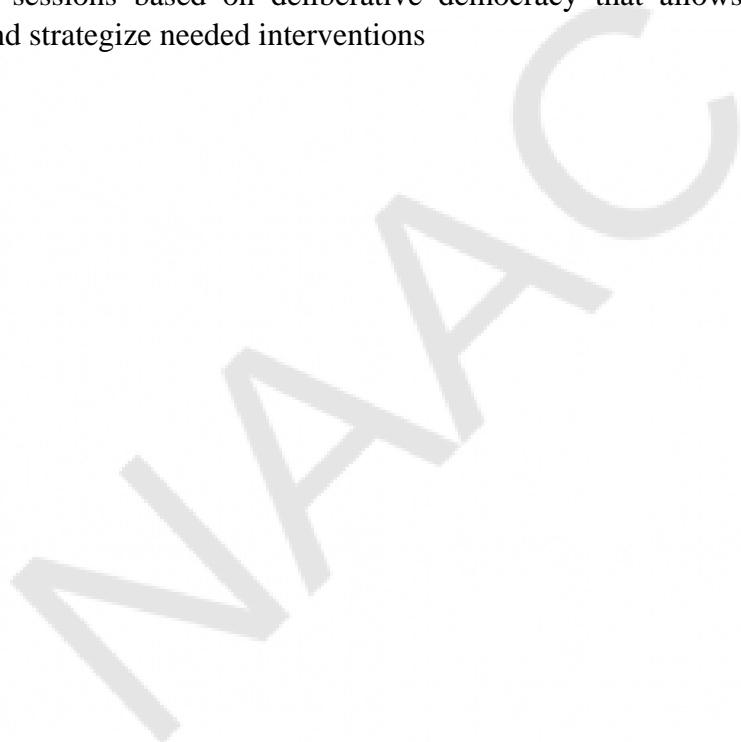
2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S DR. BHANUBEN NANAVATI COLLEGE OF ARCHITECTURE FOR WOMEN
Address	BNCA campus, Karvenagar, Pune
City	PUNE
State	Maharashtra
Pin	411052
Website	www.bnca.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anurag Madhusudan Kashyap	020-25474062	9921698469	020-25474438	mail@bnca.ac.in
Professor	Vasudha Ashutosh Gokhale	020-25431052	9226827367	020-25476966	gokhale.va@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	08-08-1994

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

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	16-05-2016	View Document
12B of UGC	16-05-2016	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

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

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BNCA campus, Karvenagar, Pune	Urban	15.93	8068.22

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch,B Arch	60	Twelth passed	English	160	160
PG	MArch,M Arch Ea	24	B. Arch. passed MAH CET	English	20	20
PG	MArch,M Arch La	24	B. Arch. passed MAH CET	English	20	20
PG	MArch,M Arch Da	24	B. Arch. passed MAH CET	English	20	16
Doctoral (Ph.D)	PhD or DPhil,Ph D	36	M. Arch. passed PET exam	English	22	22

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10				16				45
Recruited	0	1	0	1	2	5	0	7	3	4	0	7
Yet to Recruit				9				9				38
Sanctioned by the Management/Society or Other Authorized Bodies				10				19				55
Recruited	3	7	0	10	11	8	0	19	18	37	0	55
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	0	0	0	0
Yet to Recruit				30
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	14	16	0	30
Yet to Recruit				0

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Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	0	0	0	0
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	10	0	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	1	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	3	7	0	11	8	0	11	27	0	67

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	17	18	0	35

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	4	0	0	0	4
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	149	11	0	0	160
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	49	7	0	0	56
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	53	45	36	26
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	5	1	1	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	125	165	162	134
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	657	634	651	615
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	72	69	53	37
	Others	0	0	0	0
Total		912	914	903	812

3. Extended Profile

3.1 Program

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

Response: 5

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	5	5

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
914	903	812	796	720

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
76	76	88	88	88

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
192	174	110	102	108

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
84	48	49	53	52

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
73	73	73	35	34

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 36

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

2017-18	2016-17	2015-16	2014-15	2013-14
594.06	544.42	520	332.62	311.62

Number of computers

Response: 380

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution plans for the effective implementation of the curriculum. The detailed process is as given below -

The curriculum and academic calendar are as prescribed by Savitribai Phule Pune University.

The main thrust is given to content planning and methodology for content delivery: The methodology for curriculum delivery which outlines the best ways of imparting knowledge in context of each subject is established where , values, processes and attitudes to learners is taken care off in order to achieve the learning goals. The institute follows a well established strategy that includes technology, methodology and expertise used in instruction, assessment, monitoring, support and management of curriculum content.

The effective curriculum delivery is assured with a three step process. The content is assessed at conceptual level where first it is reviewed that student must demonstrate consistent use of subject concepts/terminology in their interaction with its content. It is followed by an objective level assessment in which student's work; performance is examined in terms of the extent to which student's acquired knowledge is aligned to the learning objectives. The third step is at the strategic level which includes continuous assessment of students, evaluation of the successes and failures and strategically designs working interventions as a way of closing the knowledge gaps.

By the end of the current term, subjects for the next term from the curriculum are floated to the faculty and the faculty conveys the choice of subjects that they would prefer. Electives are also decided by the HODs in consultation with faculty. Allocation of the subjects is done taking into consideration the preferences and priority listed by the faculty, based on qualification, area of specialization, experience, and number of years of teaching a particular subject.

The subjects are planned and distributed in advance to the faculty with the help of timetable, for the academic preparation. For effective curriculum delivery it is assured that allocated time which is the total time available for teaching and learning for a particular subject is adequate. This time is planned and used effectively to accomplish the teaching and learning task as well as assessment.

Teaching schedule and session plans are prepared by faculty and uploaded on to the ERP platform. The teaching schedule and the syllabus are given to the students at the beginning of the term. Attendance is monitored on daily basis and the class teacher collects the attendance reports from various subject teachers. Frequent communication via telephone, E-mail and snail mail with parents of students who remain frequently absent is handled by the class teacher. A mid semester meeting is held to review syllabus coverage. Student feedback is collected every semester which is communicated to the concerned faculty with reference to address the gaps in curriculum delivery. Head of the department and coordinators take

frequently walk through classes for observation, conduct curriculum management and delivery meetings to periodically review curriculum related documents such as exercise books, drawing sheets etc.

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Details of the certificate/Diploma programs	[View Document](#)

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

Response: 48.95

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	7	5	2

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

1.2 Academic Flexibility

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

Response: 0

1.2.1.1 How many new courses are introduced within the last five years	
File Description	**Document**
Details of the new courses introduced	[View Document](#)

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

Response: 0

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.	
File Description	**Document**
Name of the programs in which CBCS is implemented	[View Document](#)

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

Response: 1.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	34	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

Being a women's institute gender is a relevant issue which is addressed in best possible ways. Students are encouraged to give importance to gender sensitive planning and design right from first year. The pedagogy for architectural design focus on gender based theories for the built environment and cultural value systems. Designs that adhere to the Design values based on gender are appreciated with the understanding

that women do not have the same barriers that other gender experience in much of the built environment

Environment and Sustainability is the core aspect which is looked into in each architectural design for which required knowledge is imparted time to time to the students. This integration can be seen in the subjects of Design, History of Architecture and Building Technology (for Second Year BArch). This effort is being facilitated by a number of allied activities like Fairconditioning, an NGO based in Mumbai. The second phase of this integration is currently under way. It is planned to have a sharing of outcomes with other Institutes under Savitribai Phule Pune University in order to have a wider adoption of climate concerns in University syllabus.

Human values are discussed by the design teachers as they are considered as an important part of the design process which influences the students as architects and designers when they make their design decisions. It is believed that student's self-expression and creative imagination, inner resources and intuition should be identified, utilized in conceptualizing a design problem.

Professional Ethics is included as an extended part of Professional practice subject taught in V year B.Arch course. In addition at every stage of architectural design and detailing it is taught to ensure the that they meet the required standards, making informed and unbiased assessments, develop their professional knowledge and skill, in all areas relevant to the design problem in hand . This is achieved with case studies , group discussions in the design studio. Students are guided for raising the standards in all relevant areas of architecture as well as contributing to the competence of building technology.

File Description	Document
Any Additional Information	[View Document](#)

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

Response: 1

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

Response: 1

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 22.98

1.3.3.1 Number of students undertaking field projects or internships

Response: 210

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
URL for stakeholder feedback report	View Document

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 2.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	21	30	14	17

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 97

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

2017-18	2016-17	2015-16	2014-15	2013-14
217	209	219	214	208

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

2017-18	2016-17	2015-16	2014-15	2013-14
220	220	220	220	220

File Description	Document
Institutional data in prescribed format	[View Document]

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

Response: 71.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
64	63	69	65	34

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

2.2 Catering to Student Diversity

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

Response:

In the first week after commencement of the academic year, an induction programme is organized for the first year students where the principal of the college guides them regarding the course nature and structure and entire curriculum study. The induction programme is followed by an orientation programme with involvement of students in activities like Model making, basic graphic skills, sketching, designing, movie watching related to history etc. These activities act as basic introduction to architecture for students and for the teachers as an opportunity to understand the basic inclination of students. This makes easier for the teachers to understand the learning capabilities of students at early stage. In subject architectural design the slow learners or students with less design flair and inclination towards technicality are identified and adequate assistance is provided by the concerned faculty to improve upon.

We follow a person centric pedagogy where learning level aptitude of the student is taken into consideration. They were advised to select the topic of dissertation and final year thesis based on the student's capability and intellect level.   In mid-term jury's slow learner as well as advanced learners identified. Advanced learners encouraged with required guidance to excel in their efforts. Slow learners are provided with additional assistance.

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

2.2.2 Student - Full time teacher ratio

Response: 10.88

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.22

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

The institute's main thrust is to prepare students for profession where pedagogy is largely student centric that include:

Experiential Learning – Visits to construction sites and manufacturing places are regularly conducted. Along with it workshops such as masonry workshop, Bamboo workshops were held in order to give a hands on feel of materials and skills related to construction. Hands on workshops typically also promote participative working. For example in a masonry workshop students need to work as a group to tackle a number of tasks such as mixing of mortar, its transportation, wetting the bricks, actual laying of the brick courses, cleaning the work site and so on. This enhances learning especially in terms of linking academic and practical experiences, provides opportunities to connect with the practical aspects of architecture.

Participative Learning – The interactive classroom culture is followed as it is believed that knowledge instead of transferred directly from the teacher to the student it is important to get students actively involved with the learning process. Each teacher need to design an activity that substantially involves students with the course content it may be through talking and listening, discussion, writing and reflecting Group assignments in Design, Building services and Construction technology are introduced to promote participative learning in which teachers act as facilitators. For core subject Architectural design there are 10 students work with a teacher on the given design problem where at each stage the design is discussed with the team where each member need to reflect on the design solution. Each one participates in the design process to reach on the best possible solution.

Problem Based Learning - We work based on the approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product or outcome in various forms. It is assured that during these intellectual interactions, the learner creates a framework and meaning

to the discourse.

The core subject of design is taught from a PBL perspective. The student is given a design problem to solve. The process of coming to a solution exposes them to various strategies and skills which can be applied to any Design Problem. A variation of this approach is also used where students participate in defining the design problem along with the teacher before working on a solution. For various subjects making group of three to four students and allotted a particular topic of the subject, a specific period of time is given where they have to analyze the concept, discuss and to present in front of peers and teachers. This improves their communication skills, their technical knowledge about the given topics, confidence level etc.

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

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 84

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

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

Response: 13.85

2.3.3.1 Number of mentors

Response: 66

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

2.3.4 Innovation and creativity in teaching-learning

Response:

a)   Development of Digital prototyping lab - To harness increasingly sophisticated digital technologies for the teaching of architectural design and construction the institute has set up a Digital Fabrication Lab [DFL] as a prototyping facility. The DFL as a setup is an environment wherein the faculty resource trained in Digital ideation and production techniques bring in their in inventory of core competencies and a fabulous array of digital machinery to let people work together on complex projects. The digital department also takes up the responsibility of imparting digital skillsets through its workshop within the institute and to other colleges.

b) The institute has a fully developed environmental lab setup with various instruments and latest building performance simulation software. This lab is intended to be used by the institute at various levels of teaching and learning. The environmental lab setup is well equipped to facilitate student experiments with respect to climate analysis, material explorations and post occupancy evaluation studies. The lab has scaled down working models of various air-conditioning systems that the students can explore and conduct experiments. Live projects are undertaken which expose the students to the profession of environmental consultancy and create a platform for academic-industry tie ups. Many of the academic projects are live projects which at most times get implemented. Students are also given internship opportunities at the department to work on live projects.

d)   Research being given the prime importance Innovative methods are adopted for teaching Research in architecture. Here a bottom up approach is adpted. The students work on a research project which is so designed that they find it a fun which they realize later that they were learning, too. The theoretical part is covered and output is obtained with the use of templates which are made to make this complex subject simple.

E. At first year B.Arch level interesting assignments are given and converted in the form of architectural competition. For example recently a competition was announced as a part of Basic design course to design and prepare effigy of Lord Ganesha where students were asked to choose a theme and demonstrate it with physical models.

F. The subject Building Technology and materials is taught in class with miniature models of various building systems which are made by the faculty. To demonstrate the working of particular building system digital tools like animation is used.

2.4 Teacher Profile and Quality

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

Response: 110.46

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

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

Response: 4.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	2	2

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 20.04

2.4.3.1 Total experience of full-time teachers

Response: 1683

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

Response: 10.49

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	3	2	0

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

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

Response: 5.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

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

2.5 Evaluation Process and Reforms

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

Response:

University has adopted a new type of grading system as a part of new syllabus implemented from 2015/16.

Continuous evaluation is very important at various stages of architectural design which is invariable done at institute level. In addition it has been made mandatory to invite professionals for open juries at various stages so the students will get inputs practice point of view aimed to prepare them for a better professional career. The subjective and objective assessment obtained at various stages is reflected in the final marking.

The individual assessment of the students work is done in presence of students. Teachers discuss with students about their performance and possible improvement. For students, following parameters are considered which may vary subject wise. Assignments, Group work, Class juries, Site visit reports, Settlement study reports, Workshop/seminar. Overall attendance and performance of students throughout the semester is considered for final internal marking, which reflects student progress in the subjects.

The institute introduced an e learning platform in 2005. E Learning is computer and network enabled transfer of skill and knowledge. Applications and processes includes Web based learning, Computer based learning ,Virtual education, Digital collaboration .The Content is delivered via, Internet ,Intranet ,Audio ,Video. It includes media in the form of text image, audio, video, animation and simulation. This platform helps to conduct online examinations which contribute to the academics in terms of evaluation. The

examinations cover major subjects like Building Technology, Basic Design, Landscape, Working Drawing, History of Architecture etc.

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

Response:

At the beginning of new academic year, the students are made aware of evaluation process and criteria. The criteria sheet is available for students to view. New teachers are made aware of this evaluation process by senior teachers through training programs. The curriculum contents are taught each followed by an assignment which is marked simultaneously. The marks obtained by each student are very much visible on the note books drawing sheets as well as displayed in the classrooms. For each subject criteria for assessment is defined and conveyed in advance to the students so they can prepare and format the submission accordingly. The frequency of internal assessment is different for theory and design oriented subjects. For theory subjects the assessment done after covering the contents of the heads those are included in a particular subject. In architectural design stage wise assessment is done. The marks given at every stage are considered as the part of final marks. This system aimed to record the progress of the student at every stage as well as to ensure that the work produced is done by the student under supervision of the teachers. This is very important in discipline like architecture where the possibility of malpractices like last minute submission of good work done with professional help exits.

The marks obtained by the student in internal assessment are conveyed to the parents for students who are defaulters or absentees. Another aspect is assessment of oral and visual presentation that is subjective in nature. In this a well-defined criteria of assessment is followed where panel of Jury consist of 3 to 4 members to avoid technical and personal biases both. The open jury system is followed where students are supposed to attend as well as allowed to ask questions to the presenter. The students witness the quality of presentation, graphical and oral presentation skills and can correlate the marks assigned for the same. This is aimed to make the system transparent as well as informative for all the students.

In internal assessment time schedule is strictly followed where there is no scope left for late submissions. This is aimed to keep parity as the students submitting late may get more time for completing the task in hand and consequently achieve good quality of work and more marks.

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

Response:

The University has published rules and regulations booklet and syllabus, which includes examination and assessment related rules and regulations. The rules and regulations are published on the university website which is conveyed to the students. The institute has appointed Controller of Examination and Exam Administrator who are responsible for examination related issues. The five dedicated clerical staff handles routine examination related work. The COE organizes a faculty meeting before the commencement of each examination to convey various instructions received from the University and other issues regarding forthcoming examination. This is followed by a meeting to address the students about the conduction of the

exams where the queries from the students are answered. The exam administrator conveys examination related massages send by the University to the relevant persons as well as to the students time to time. The staff helps students in online filling of examination forms to avoid mistakes committed from students.

The result is immediately conveyed to the students by examination department. The mark sheets are distributed within one or two days to the students. The results are analyzed and number of successful and failed students identified. Required assistance has been provided to the students who are willing to apply for revaluation immediately after the announcement of the results. In addition to students who need to re appear in examination are identified and instruction has been given to them for the same.

COE duly address examination related queries, issues after each examination. Parents are allowed to discuss the grievances, queries with the COE where required technical and administrative information is provided to clarify the issue under question. The administrative and technical issues are sorted out by the COE however class teacher or subject teachers are consulted in the issue demands given its complexity. The very complicated cases are discussed with member of BOS to find out the best possible solution in the interest of the student.

In addition the institute has established Grievances cell for handling internal evaluation of marks related grievances. Student can apply for a photocopy of the answer sheet and communicate evaluation grievances. Based on this the cell takes appropriate decision. The Parent organization MKSSS has established a counseling cell and a Counselor which caters to the psychological problems because of evaluation grievances.

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

Response:

The University declares the term starting and closing dates for the commencement of the academic year, through its website www.unipune.ac.in . It also declares the academic calendar of the semester exams i.e sessional, Viva-Voce and Written examination dates scheduled for academic calendar.

For each academic year the concerned class teacher along with each subject teacher for each subject prepares a teaching plan which is in accordance with the academic calendar. The teaching plan invariable includes the submission schedule which is followed by as internal assessment. This schedule is displayed on Cloud ERP. Clashes in date and time related to submissions are sorted out in consultation with the student representatives. The schedule is mailed/sent by mobile phones and also displayed in hard format by each subject teacher in their respective classrooms. In many subjects particularly at M.Arch level submissions are taken online where the system is kept active for assigned period and it stopped after the stipulated time and date. These helps in following the academic schedule as well as maintain parity in the CIE as a whole. The institute follows no late submission policy to achieve the students are kept well informed about their progress time to time which help them to follow the academic schedule and to avoid piling up of the submissions . The frequency of CIE is designed keeping the balance between subject's demand and the academic calendar set by the University.

2.6 Student Performance and Learning Outcomes

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

Response:

The programme specific outcomes

B.Arch

The programme specific outcomes upon the successful completion of B.Arch level is aimed to equip students with ability in the following learning outcomes:

Critical thinking: Students must demonstrate critical thinking through a self-reflective process in conceptualization, detailing and finalization of the given problem.

Design and Representation: Students acquire expertise in design as well as present the design ideas convincingly and able to handle complex graphic representation techniques with the use of number of traditional and digital media.

Decision Making: They develop the knowledge and ability to apply a design decision-making process through appropriate technical knowledge

Technical and Professional skills : Incorporate a wide range of technical skills and professional architectural knowledge. They are able to utilizing knowledge of the diverse forms and the dimensions of professional practice along with associated ethical, legal, financial and social responsibilities.

Course Specific Outcomes:

M.Arch – **To enable students to achieve competence and knowledge in the subject of their choice.**

M.Arch **Environmental Architecture** – Environmental Architecture aims to sensitize the students to the environmental issues, global as well as site specific, focusing on the design approach, technology and economics to address them. The outcomes are

- Students are equipped as architects to design environmentally sensitive buildings and have a theoretical and practical understanding of environmental architecture from micro to macro-level.
- Skills to address the issues of climate change as well as develop competencies to manage and implement projects.
- Apply environmental design principles in design and planning of the built environment focusing on passive and climate responsive design at two scales single building and multiple buildings or campus.

M. Arch in Digital architecture

M. Arch in Digital architecture course aims to introduce designing in a parametric environment as a major change in conception of architectural designing approach..

- They learn the parametric design processes that are used for generation of different formal expressions of a design concept..
- They possess proficiency to generate interactive forms in the three dimensional (3D) space, CAM processes essentially known as digital fabrication. Use of parametric design tools, in architectural designs in the early steps.
- They master parametric design methodologies, digital fabrication, parametric process theories, parametric software proficiencies, Interactive architecture through embedded systems, parametric urbanism, digital tectonics and materiality, parametric processes .

M.Arch Landscape Architecture – Landscape Architecture aims to sensitize students to comment on and to modify open space, bringing to it their understanding of the natural and cultural context of the place. The profession of Landscape Architecture has to constantly respond to the environmental, social and economic concerns in the contemporary context.

Students acquire skills to enhance the skills of an architect with reference to designing and planning of open spaces. They are able to respond with a methodical approach to values, issues and concerns associated with historical and contemporary landscape. Students trained to comprehend theoretical and professional scope of landscape architecture, in response to global as well as local concerns and to develop a response in regards to the same.

File Description	Document
COs for all courses (exemplars from Glossary)	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

B.Arch: The outcome of B.Arch program is evaluated periodically through internal assessment. Each subject taught is revisited in light of the intended outcome and the student's performance is evaluated at the end of each semester. The result of the examination is analyzed to identify the grey areas which are addressed in the forthcoming semester.

M.Arch

The attainment of programme outcome is assessed in the following manner:

Attainment of programme outcomes M.Arch

The programme prescribes end of the semester examinations as a formal assessment of the programme outcomes course wise. This includes assessment in the form of theory examinations, sessional and sessional along with viva-voce. An external examiner appointed by the authorities assesses the attainment of the set objectives along with the internal examiner.

In addition to this the individual subjects are also assessed during the term to ensure that the objectives set out for the specific subject are being achieved and improvements or changes to be done if any. This is done in the form internal juries and reviews as per the given schedule. Core subjects like design studios have an external faculty or professional conducting the internal review whose inputs are incorporated in the final jury. Regular submissions in the form of class notes (for theory subjects), topic specific assignments are also taken so as to attain the final course and program outcome.

Assessment tool	Evaluation
Theory Examination	The questions are framed as per the entire syllabus that allows for mapping the understanding of the student for the specific subject and its application in practice
Assignments	The assignments are given for the topics covered in the subject either independent combination of topics
External Sessional	Assessed for its understanding and comprehensibility by an external examiner
Sessional plus viva-voce	Evaluation is done by an external examiner appointed by the authorities along internal faculty as co-examiner

The programme prescribes end of the semester examinations as a formal assessment which includes assessment in the form of theory , sessional and viva-voce. An external examiner appointed by the authorities assesses the attainment of the set objectives along with the internal examiner. The individual subjects are assessed during the term to ensure that the objectives set out for the specific subject. This is done in the form internal juries and reviews as per the given schedule. Core subjects like design studios have an external faculty or professional conducting the internal review whose inputs are incorporated in the final jury. Regular submissions in the form of class notes (for theory subjects), topic specific assignments are also taken so as to attain the final course and program outcome.

Digital architecture uses data set and CAD mediums for design, and the for feasibility/construction ability it uses CAM facilities(inhouse inFablab) most of the juries are conducted with representation from subject experts(design,fabrication and algorithmic programming) as demanded by syllabus/subject specificity.

2.6.3 Average pass percentage of Students

Response: 83.12

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

Response: 192

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

Response: 231

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	3	1

File Description	Document
List of project and grant details	[View Document]
e-copies of the grant award letters for research projects sponsored by non-government	[View Document]

3.1.2 Percentage of teachers recognised as research guides at present

Response: 15.48

3.1.2.1 Number of teachers recognised as research guides

Response: 13

File Description	Document
Any additional information	[View Document]

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

Response: 0.24

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

Response: 5

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

Response: 104

File Description	Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

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

Response:

The institute has taken initiatives for creation and transfer of knowledge under three major areas:

1. **Inculcating Disaster Safety Culture in Architectural Education.**

The institute is leading in the field of Earthquake Resistant Architecture. It was a nodal center for educating architects under National Programme for Capacity Building of Architects in Earthquake Risk Management (NPCBAERM), and completed the task of training of about 800 architects , the activity is still continued. Dr. Vasudha A Gokhale in one of the founder member of "National Workshop on Earthquake Resistant Architecture" an yearly event under the patronage of IIT Kanpur which is completing 10 years. In this event students of architecture participate from all over India and undergo a rigorous training regarding architectural design considering seismic safety which include introduction of learning software :Resist" tool check is used to establish structural safety of intended design against seismic activity.

 Conducting workshops for students of architecture focused on Earthquake Resistant Architectural Design :

- Pillai College of Architecture, Panvel, Mumbai, India.
- M.M.M. College of Architecture, Pune.
- Dr. D.Y. Patil College of Architecture, Pune.
- Bharati Vidyapeeth Deemed University
- MITS Gwalior

2. Architectural Research

Dr. Vasudha A Gokhale conducted workshops/guest lectures to promote architectural research for faculty and students:

- TTP at National Institute for Advanced Studies in Architecture
- Sir JJ College of Architecture, Mumbai.
- MMM College of Architecture, Nagpur
- MITS Gwalior
- Dr. D.Y. Patil College of Architecture, Pune

- PVP College of Architecture, Pune
- Sinhgad College of Architecture, Pune

Ar. Sujata Karve contributed in Research methodology Workshop at BVP College of Architecture Mumbai.

3. Inclusive Design

Establishment of *BNCA's Universal Design Research and Training Centre* is a step initiated at the institute for architecture, towards integrating Socially Inclusive Design education and practice that responds to needs of all sections of the society ranging from children to elderly, able bodied to the people with disabilities, literate to illiterate, the economically affluent to the economically weak people etc.

4. Digital Architecture:

To harness increasingly sophisticated digital technologies for design, analysis and fabrication of architectural design and construction the institute has set up a Digital Fabrication Lab [DFL] as a prototyping facility. It is a finest infrastructure as a prototyping lab that presents machine automation to perform both subtractive and additive manufacturing.

The DFL as a setup is an environment wherein the faculty resource trained in Digital ideation and production techniques to augment research in the areas of digital Fabrication and material research, robotic fabrication and embedded systems, digital design, digital tectonics and performance based optimization in architecture .

1. REED (environment Lab):

Environmental lab set-up to take up on field live studies related to climate and energy. The Lab has various instruments required for measurement of various climatic parameters. Some of them are as follows:

Lux meter, 5 in 1 environmental meter, IR thermometer, Dataloggers, Sound meter, CO_2 meter etc.

High end computer with installed simulation software like GIS, Sefaira, IES & Design builder to carry out daylight and thermal simulation. The lab also has working models of energy efficient conditioning systems.

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

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

Response: 26

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	11	7	2	0

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

3.3 Research Publications and Awards

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

Response: Yes

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

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

Response: No

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

Response: 0.36

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 4

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 11

File Description	Document
URL to the research page on HEI web site	[View Document](#)
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)

30-10-2018 10:09:28

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

Response: 0.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	2	0	0

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

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

Response: 0.87

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	6	16	9	10

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

3.4 Extension Activities

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

Response:

Every year the institute focuses efforts within social impact on projects with organizations that create transformational change in underserved and disadvantaged communities. The focal point is on the impact that can be created. Likewise, the scope of a project and the laid brief given to the students as design

project is tailored to achieve the desired impact. The Digital Design Studio II saw the topic of 'Social Housing' being introduced in the second semester wherein the design brief for social housing calls for appropriate spatial approaches to the articulation of the fundamental link between housing and the production of the city that is found in the provision of affordable social housing for the poorest members of society.

The studio brief and the examples and cases presented by the tutors helped the students to get introduced to the issue. The physical mapping of the sites helped the students to understand the ecosystems of informal housing through study of actual slums. Wherein they mapped the data using methods of social research and understood different stakeholder's viewpoints and relationship with the slum and the city including their aspiration, and liabilities.

The Confluencing Urban Insert

The studio intended to speculate on the future of Pune, understand its transformation, physical and social transformation over the years. Avoiding the limitations of current, commodity-led, development strategies, it was focused on the idea of 'confluence inserts'(con_sert) as an alternative form of development. The intent is to argue on the experience of a designated city space. Students were asked to analyze the cityscape with its formal, social, cultural, economic and political factors (variables), which encompasses physical and social structures, built forms and situations as well. The question to be answered was whether these qualities can be adopted in the making of architectural space?

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 2

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.5 Collaboration

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

Response: 31

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	5	6	5	5

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

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

Response: 26

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	5	5	3	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- BNCA is a part of the 26 acre campus of Maharshi Karve Stree Shikshan Sanstha at Karvenagar, Pune, with a total built up of 8068 sq.mt. Distributed over five floors.
- In addition to our state of the art class room infrastructure we have on campus hostel facility, Guest rooms, library, computer studios, carpentry workshop, material museum, seminar hall, Auditorium, exhibition area, girls common room and all allied facilities required for out of class room teaching and learning.
- The college has large Architectural Studios for Under-graduates and Post-graduates classes equipped with drawing boards, studio chairs, Lockers, soft boards and audio-visual facilities. All studios are eqipped with IT facilities and Wi-fi .
- The college has Fabrication labwith a milling machine, Laser cutting machine and a 3D Printer. A new advanced technology, software loaded robotic arm (KUKA ROBOT) is a major part of this Hi-Tech Lab along with Graphics lab, Language lab, Reprographic center and Carpentry Workshop shared at samstha level.

- Library has open access system. It contains over 8500 books including text books, reference books, dictionaries, encyclopedias, code books, and data sources books ,bound volumes, thesis, dissertation, research report, periodicals, newspapers and audio-visual materials . Library is eqipped with IT facilities and Wi-fi .

- Material Museum - In order to update the students' knowledge on building materials along with building services like water supply and sanitation, plumbing, electrical and mechanical fittings and fixtures, insulation, acoustics, etc., samples of these variety of material are displayed in museum. The large and small scaled models of various building components along with brochures and samples of market survey are also displayed.
- The Construction yard works in collaboration with the Construction department of MKSSS facilitating students to have hands-on experience in building innovative structures.It is proposed to have true scale models of building in addition to well equipped "Material Testing Lab".
- The Environmental lab has various instruments required for measurement of various climatic parameters. In addition, there is a high-tech computer in the lab with installed simulation software like Sefaira, GIS, IES & Design builder. The lab also has working models of energy efficient Air conditioning systems.
- The college has two Seminar Halls equipped with LCD projector, computer, graphical work stations and audio- video facilities.
- The institute has Auditorium hall with capacity of 298. It is fully Air-Conditioned, acoustically treated with elegantly designed state-of-art facility.

- The full fledge state of art office facility for Admin, Accounts, Exam depts. is provided, equipped IT facilities and Wi-fi.
- The college is equipped with Board room, submission room, staff rooms for core, visiting and guest faculty
- The college also has a large open waiting lounge with LED TV screen displaying various events and scheduled student's programs. The waiting lounge is attached with Canteen.
- The college building also has two large courtyards for interaction, recreation and cultural activities.
- Health clinic is a common facility for the whole campus having first aid room and sick room.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

BNCA has sports facilities for indoor and outdoor games.

* For Indoor games 775 sq.ft. area room(room) 208 with the sports equipment's like, Table Tennis, Carrom, Chess etc.

* The same hall is used for Yoga and Suryanamaskar practice.

* Ground: A playground of 1.6369 acres accommodating 2 Volleyball grounds, 1 Ball Badminton ground, 2 Kabaddi grounds, and 1 Kho-Kho ground along with Athletic events such as 1 Long jump pit, 1 Discus Throw and 1 Shot Put events.

* Basketball ground: Basketball ground is part of the campus.

* Health Club: Tejaswini Health Club is well equipped with gym and yoga facilities available to students and faculty at concession rates.

* All these facilities are commonly provided by MKSSS.

For above all the sports events BNCA has all the required sports material such as,

1. Basket Ball ---02

2. Volley Ball --- 02

3. Cricket Kit --- 01

4. Carom Boards ---- 02

5. Chess Board ---- 02

6. Javelin ---- 04

7. Discuss --- 04

8. Shot-put Ball --- 04

9. Table Tennis Table with rackets --- 01+06

10. Badminton Rackets ---- 06

11. Boxing Kit bag - 01

12. Boxing Gloves, head guard, punching ball, etc

We conduct Yoga sessions according to the ailments, meditation techniques, breathing techniques and Pranayam.

Along with this we give lectures on sprituality and life skills.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 36

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Link for additional information which is optional	[View Document](#)

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

Response: 25.41

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

2017-18	2016-17	2015-16	2014-15	2013-14
109.24	237.02	232.27	44.66	21.85

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

4.2 Library as a Learning Resource

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

Response:

BNCA Library effectively uses the WEBOPAC System which is the online public access catalogue which helps in connecting and exchanging information with a digital library system. The software used is SLIM 21 for the purpose. Following is the Introduction of WEBOPAC system, Information about the SLIM 21 software and it features.

WEBOPAC SYSTEM

LIBRARY is defined as a place in which books, manuscripts, recordings, films, or reference materials are kept for private or public uses. Typically, a library must be able to handle some housekeeping information such as acquisition, interlibrary loan, cataloging, circulation, serials management, statistical reports and references. A library management system software package is designed especially to handle such housekeeping tasks. A rapidly growing of information technology adds some features to library management system software packages such as features to handle digital media, e-book, e-journals, online public access catalog (OPAC), a feature to connect and exchange information with a digital library system.

SLIM 21 – Library Information Software

The abbreviation of SLIM is System for Library Information Management and 21 is version name. SLIM21 is integrated, multi-user, multi-tasking library information software for the Windows environment. SLIM21 helps you catalogue books, films, sound recordings, drawings, clippings, articles, reports, letters, pamphlets, serials publications i.e. all those things that contain information so vital to your organization. SLIM21 cataloguing adheres to popular international standards. Retrieval of the data is simple, fast and efficient. SLIM21 is designed and developed in modules to take care of complete functionality required for automating libraries. You can configure SLIM21 software for your library by selecting one or more of these standard and add-on modules. SLIM21 modules work on the same data from

different nodes of a network. They can be installed independent of each other on different desktops. SLIM21 works just as well on a stand-alone machine as it does in a network of Computers. Moreover, your library can be browsed through the Internet / intranet with SLIM21.

FEATURES OF SLIM 21 SOFTWARE

- Member information
- Registration card with member's photograph and barcode ID
- User specified code of member ID
- Subjects of interest for members (SDI)
- Inventory / circulation status
- Physical stock verification
- Transaction logging
- Binding (issues / receipts)
- Shelf list
- Tracking fines and fees due
- Calendar master maintains holidays
- Rules based computation of fines for overdue items
- Deferred reservations to ensure availability of item on shelf at specified future
- date
- Inter library loan monitoring system
- Prioritized reservation queues

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

Response:

Inhouse library inspires students to read, study, learn and grow. The college has well stocked library with pleasant interiors and good ventilation. The main objective of BNCA Library is to provide open access facility and information related services to its users. Library is fully automated and all the books are bar coded. With network facilities, the bibliographic details of all library documents (print and non-print) can be accessed through WEB OPAC (Online Public Access Catalogue) throughout the college. An encyclopedic collection of over 12450 books, 2 Rare books, 1 Manuscripts, 4 Special Reports, 17 A. P. Kanvinde Lecture Series documents, 19 Adwait Badve Lecture Series documents, 10 NASA documentation of heritage buildings, 6 NASA Thesis books, 9 NICEE books, 5 Mitchells building construction books, 2 Settlement study reports, 7 environment department studio documents, 3 landscape department studio documents and 35 volumes set of encyclopedia of world architecture along with subscription to over 71 excellent national and international journals and magazines and also e-journals (Taylor and Francis, The American Society Of Landscape Architecture)

offers students a whole reading gamut of their choice, helping them acquire knowledge on wide range of topics and preparing them for tough competitive market. Students can also place reservations on documents of choice. Library is also equipped with photocopier scanner and other multimedia facilities.

There is a separate reading hall for students. Students get sufficient reading material (books, journals, magazines, CD's, bound volumes) issued on their name for 8 days and can be renewed again if there is no reservation. A good collection of project reports of previous years are available for reference and reading, helping students in their project assignments.

There are displays like new arrivals display, author display and subject display through which students are acquainted with the new titles of their subjects. At the beginning of each academic year there is library orientation for students, thus helping to raise awareness about the library and services provided for its optimum utilization.

Library has well qualified staff to solve student's queries, thus helping them to achieve their academic goals. Thus the basic focus of BNCA library is to provide the best information and reference services for its users.

- LECTURE SERIES OF KANVINDE

- SHARAD SHAH STRUCTURAL DRAWINGS

- MITCHELL – BUILDING CONSTRUCTION

- NICEE

- ADWAIT BADWE

- NASA DOCUMENTATION OF HERITAGE BUILDINGS

- SETTLEMENT STUDIES REPORTS

- ENVIRONMENTAL DEPARTMENTS STUDIO PUBLICATION

- LANDSCAPE DEPARTMENTS STUDIO PUBLICATION

- ENCYCLOPEDIA OF WORLD ARCHITECTURE

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

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

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

Response: 7.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
7.5	7.0	8.0	7.5	9.0

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

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 15.03

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

Response: 150

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The up gradation of hardware is done every 3 years which includes new PCs replacement with outdated/incompatible configuration as per MKSSS Samstha's policy

Recently in the month of July 2018 we replaced older 60 PC with new 74 PCs including classrooms centralize unit with audio video facility unit (Digital podium).

Recently in the month of February 2018 we have upgraded existing internet leased line of 16 Mbps to 50Mbps as per 1:1 ratio as per the norms of AICTE Delhi.

We provide the internet bandwidth and Wi-Fi facility to all staff members and student's PC and laptop with restricted access policy under centralized firewall unit. Internet provision done on each floor with backbone fiber optic cable with manageable Cisco switches for high speed connectivity. We have connected total 16 Wi-Fi indoor and outdoor access points. By identifying more shadow areas which is to be covered under wi-fi signals with new purchase procurement.

Centralized software and TV for CCTV Monitoring with high quality 5 megapixel bullet camera's and dome camera's to monitor classrooms, passages and departments including entrance.

Important data of the staff member's PC is scheduled to backed up on centralized NAS storage device.

Recently library upgraded to new software with Opac facility for web based book issue and reserve facility, also online journals available digitally for students.

As per software company's licenseing policy, we generally renew software's.

For research department faculty utilized IBM SPSS software to analyze Data comparatively.

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

4.3.2 Student - Computer ratio

Response: 2.41

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 35-50 MBPS

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 10.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
128	45.5	25.8	30.7	28.9

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

Policy details

The central campus in Karvenagar has several units (institutes) where the Samstha centrally controls building maintenance, garden maintenance and housekeeping (cleaning) and maintenance of equipments .

Plumbers, electricians and constructions labour are recruited from known agencies as and when required. The institute has been allocated 9 outsourced housekeeping personnel which work from 8 am to 5 pm, 6 days a week.

The fixed/movable infrastructural equipments are monitored and maintained.

Required steps are taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.

The sanctioned load by electricity provider to the institute is 753 kVA. In addition, the Samstha has its own transformer of capacity 1130 kVA. The institute also has 3 diesel generators of backup capacity 820 kVA – For uninterrupted power supply the institution has installed 18 UP systems with total capacity of 102.5kVA

For drinking water, the institute is provided with 6 filtered water dispensers at different locations.There is centralized surveillance system having 52 CCTV Cameras in place.

The institute is equipped with powder fire extinguishers and CO_2 fire extinguishers installed at strategic locations for emergency firefighting monitored by Vastu Vyastha Vibhag MKSSS.

For facilitation of internal and external communication the building is equipped with Telecom System with single or multiple terminals.

Physical Cleaning

1. Toilets, Common area, Class rooms and staff rooms are maintained by appointed regular and contract staff. The cleaning and maintenance work supervise by appointed sanitary inspector and supervisor. .
2. Classrooms and Staffrooms; - group of 4 contract person clean class room and staff room twice a day.Appointed peon work for maintenance.each staff room is assigned with one peon.
3. Cleaning of water coolers: - every floor has a water cooler, which is cleaned and maintained by two peons once in a week and supervised by the assigned staff.
4. Water purify maintenance: -is done by hired agency and cleaned once in three month duly reported to the assigned staff.
5. Electrical Maintenance: -it is regularly done by assigned staff.
6. Lift services and maintenance: - college has two lifts for maintenance of which annual contract has been given to IEC LIFTS.the agency looks after the maintenance and it is done on monthly and call basis.
7. Property Insurance: - Theft, burglary, fire etc., an annual insurance policy is resumed by New India Insurance Company, the insurance policy is termed on all the property and can be claimed in case of any disasters.
8. Security guards: -For parking and traffic management and safety, security agency appointed by the samstha \(Vastu Vyavstha Vibhag).

9. Gardener: - Gardner has been appointed by Vastu Vyavstha Vibhag MKSSS to look after the landscape.

10. Furniture Maintenance: - A contractor or agency is hired for repair or maintenance work in need basis.

11. Plumbing and fittings: - The maintenance is done by, Vastu Vyavstha Vibhag MKSSS.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 19.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
209	202	164	144	104

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.13

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	0	0	0

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

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development

4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of student placement during the last five years	View Document

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

Response: 8.33

5.2.2.1 Number of outgoing students progressing to higher education

Response: 16

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	15	10	17

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	15	10	17

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	0	0

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

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

Response:

BNCA has an elected Student Council every year. The election is conducted separately in each division and department. The council comprises of about 52 students from 4th Year .The Student Welfare Cell is in charge of the selection, governing and activities conducted by the Student Council. The institute believes in transparent processes and functioning. Using technology and social media tools its easy now to involve the students in various decision-making processes.

We have set up the following committees in which the students have their representation and say.

* Student Welfare Cell and Student Council

ADMINISTRATIVE

1. Anti-ragging committee
2. Cultural committee
3. College Development Committee.

Meetings are conducted periodically for students and their issues and concerns are heard and resolved.

File Description	Document
Any additional information	View Document

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

Response: 1.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document](#)
Any additional information	[View Document](#)

5.4 Alumni Engagement

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

Response:

There is no formal Alumni Association that is registered at BNCA yet. We are in the process of setting up a formal assoication and getting it registered. Aim is to have all 20 graduated batches registered by next year.

Although there is no formal Association, the institute is well connected with all our Alumni batches by setting up Facebook pages and Whatsapp groups. We have group E-mails being sent out batch wise for each event and update about the college and it activities. It a separate portfolio being looked into where in all Alumni work is also documented for reference.

Besides these, the institute organizes many events such as the:

- Fest–Culturals
- Seminar / Conference / Workshops
- And also invites alumni to contribute to the college publications as well

Recently the college hosted an Alumni Dinner to mark the 25th Foundation Day of the Institute and is in the prcoess to plan another one around the Year end.

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

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision and Mission :

We, at Maharshi Karve Stree Shikshan Samstha (MKSSS), 120-year-old parent body are committed to "Empowerment of Women Through Education". The Institution has a century long history of dedicated work towards making women educated and self-reliant. **(www.maharshikarve.ac.in) .**

In line with the Institution's Philosophy,We ,at the Architecture Institute believe that 'Life is not only larger than Architecture or Design but is above all other disciplines of education put together.' Our mission is to produce good Architects, with holistic personality to do justice to all aspects of life. **(www.bnca.ac.in)**

Nature of Governance :

In order to achieve vision and mission of the Institute , institute leadership encourages every employee to take active responsibility in the form of portfolios which are allotted based on expertise and inclination of individual faculty. Apart from that, there is a defined structure in place where we have Central Management Committee of the Samstha, College Development Committee of the college, IQAC, Core Committee consisting of Principal and Senior faculty, Head of Departments and Classteachers For equal stake and opportunity in development of the institute, We also have rotational policy for Heads of departments and class teachers. Every 3 years we change the Core Committee, Heads of Departments depending on the seniority in service . Heads of B.Arch Department work in sync with each other, while M.Arch Departments work independently. Perspective plans are based on long term and short term goals.

Perspective plans are based on long term and short term goals.

Long term goals :

1. To nurture them as trained professional architects whose design solutions would contribute to the quality of built environment and welfare of our society and the subsequent economic development of our country
2. Contribute to fundamental research in the technological fields of design, construction, planning and digital architecture of an international level
3. International Exposure and National exposure to students through International collaboration with top leading universities , international tours outside India and through placements in various top national and international
4. Build up a strong alumni network which is based on symbiotic relationship.
5. To develop faculty of international repute and encouragethem to be part of Executive committees of various Organisations of National /International Repute
6. To be Member of United nations and become key stakeholder under United Nations Academic

Impact programme through establishment of India Hub

7. To explore various funding agencies for funding/sponsoring economically weaker students and for various projects / research projects
8. To improve visibility of the institute and its faculty within the academic and professional fraternity not only in the country ,but outside as well.

Short term goals :

1. To take up live / socially relevant projects as part of subjects like town planning, architectural design etc.
2. To tieup and collaborate with various universities and sign MOUs and explore various avenues for collaborations
3. Conducting study tours – national and international
4. To establish research facilities and research funding
5. To network and work for various organisations like IIA, AESA, ISOLA , IGBC, COA,IIID.

6.1.2 The institution practices decentralization and participative management

Response:

Fairconditioning Program case study Vivek Gilani , Ashoka Fellow , cBalance Solutions Hub approached BNCA and tied up with the institute looking at the progess of BNCA and the inclination it showed in making new experiments. Cbalance Solutions ,is a sustainability advisory firm focusing on built environment and providing sustainability solutions for businesses and is currently implementing the Fairconditioning program in India. This was taken up in HOD meeting and sanctioned by the committee. An agreement was signed between two parties to jointly conduct the training program for academic teachers and professors of architecture institutions on 'Thoughtful Cooling – Cooling Interiors Efficiently and Sustainability and initially conduct experiments in their own insitution. BNCA, PU later would endeavor to influence, through its network and stature in the architecture sector, to enthuse similar institutions and colleges to integrate Fairconditioning knowledge into their respective curricula. One faculty , Prof Namrata dhamankar from environment department ,masters course and one faculty from undergraduate course was indentitied as co-ordinator for conducting fair conditioning programme for a period of 1 year. Internal support group was formed under the guidance and leadership of Dr Chetan Sahasrabudhe.cBalance & BNCA selected 3 courses from the 4th semester (2nd Year B.Arch.) from the curriculum of BNCA College (affiliated to Pune.University) .Faculty heads were identified for these 3 subjects and letters were issued to the faculty specifying their role and identifying their teams to take the tasks ahead .Subjects of Humanities, Building technology and Architectural design were idenfied as subjects for experimentation. Lesson plans were co-created which subtly, implicitly integrated building energy efficiency and sustainable cooling issues into the pedagogy in a manner that the students will not be able to overtly identify, isolate, and cognitively extricate from their enmeshed understanding of the built form. The engagement commenced with a rigorous 2-day long teacher training program thatimparted vital training on subject matter related to the intersection of energy efficiency, sustainable cooling with emphasis on the above three courses. The training program of a week (9-5pm) was attained by all faculty (including all divisions) of these specific subjects who was followed by subsequent co-creation session. Evaluation schedule to monitor the progress and success of the programme was chalked out and video-conferencing was done with cbalance for reporting the progress and further guidance. Enclosed is the

schedule of conduct of the course.

6.2 Strategy Development and Deployment

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

Response:

The institution has a formally stated quality policy. It reads as hereunder:

Quality Policy:

The policy is implemented in the following manner:

A quality monitoring (IQAC) has been established. Meetings are held at regular intervals with different members of the IQAC to define and monitor the teaching- learning quality at BNCA.

Meetings of the Core Committee of BNCA are held monthly to review any major issues related to quality of education at BNCA.

The Core Committee members attend all HOD (Head of Departments) meetings held every week wherein academic and administrative issues of the college are addressed. This helps in transferring the goals set by the IQAC to the teacher level. The Core Committee receives feedback from the discussions in these meetings so as to fine tune the development and deployment of the quality policy.

Head of Departments occasionally conduct meetings with Class Teachers and discuss issues pertaining to teaching –learning quality at the students' level

STRATEGY DEVELOPMENT AND DEPLOYMENT

Perspective Plan Document

Academic Plan prepared in partnership and active contribution of the teachers, students and administrators

The objectives are communicated and deployed at all levels to ensure individual employee's contribution for institutional development.

Different Committees are constituted by the institution for management of different institutional activities

Institution uses the data and information obtained from the feedback in decision making and performance improvement.

Institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty (skill sharing across departments creating/ providing conducive environment).

- Strategic Action Plan and Schedules for Future Development
- Development with a Systems Perspective
- Institutional Approach to Decision Making

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

Response:

The Organization's structure consists of College Development Committee , formerly known as LMC , Principal, IQAC Committee, Core Committee , Alumni which consist of student representatives and faculty representatives , International cell, Administrative section which consists of Operational section and Data section, Academic section which consists of HOD's of various UG, PG, Ph.D. courses and Students' Council.

Governing body and administrative setup

The top management is represented through **Local Management Committee** (LMC) / **College development Committee** (CDC) which conducts Periodic meetings to discuss HR requirements through HRD Committee, Purchase requirements through Purchase committee and other matters like Budget, Travel grants etc.

The next tier of management consists of **Principal ,Academic Head and Core Committee** / **IQAC** deciding policies and strategies . **Head of Departments** committee discusses weekly on micro level concerns –academic and administrative both

Apart from this, there are **Subject wise committees** , for bringing parity across divisions and vertical integration and holistic vision of the subject

Administrative setup and functions

Service rules- Service rules are followed as per Samstha rule book for teaching and non-teaching staff. Teaching staff is appointed through selection committee appointed by SPPU and pay scale is given as per sixth pay commission. For appointment of non-teaching staff provisions given in samstha's service rule book is followed.

Procedures-

Teaching staff is appointed through selection committee appointed by SPPU and pay scale is given as per sixth pay commission.

Administrative structure :-

Principal - Head of Administration

Assistant Administrative Officer (2)

Head clerk (1)

Sr Clerk(2)-

Jr Clerk-(10)

IT head(1+3+4)

Library(1+2+2)

Accounts (1+4)

Recruitment- Non teaching staff is recruited as per Samstha and teaching staff is appointed as per AICTE/ COA norms

Promotional policies- Non teaching promotions and increments is totally governed by samstha.

Grievance readdressal mechanism.-

The monthly HOD meetings/ Grievance Cell address the grievances of most kinds and decisions are taken by consensus and in the presence of the aggrieved party to ensure fairness and transparency.

Academic and Administrative Committees

- College Development committee
- Purchase committee
- HRD Committee
- IQAC / Core committee
- Heads of Departments Committee
- Students council
- International cell
- Digital Architecture department
- Landscape Architecture dept
- Environment architecture dept.
- Architectural design Department
- Building technology department
- Research Department

Other Committees –

- Woman's Grievance Committee
- Anti-Ragging Committee
- Sexual Harassment Prevention Committee

Following advantages are seen of this system

1. The flow and duties are known to everyone in the college that brings discipline in the function and avoids overlapping of functions
2. It's a transparent system and all the members in the committee are approachable
3. Larger decisions and sanctions are taken up at local management committee
4. Issues based on discussions in students' council are taken up in HOD meeting. This ensures that the issues, problems or requirements of the students are heard and communicated to the faculty and especially to the respective Head of Departments.

Students Welfare Officer, who is a faculty member appointed as per SPPU norms, act as a link between Students and Faculty.

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

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

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

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

implementation of their resolutions

Response:

As a part of process, macro level policies and strategies are decided in the IQAC/ Core Committee meetings. The decisions are further taken up in the meetings of LMC/CDC or HOD committee for further process and implementation as the case may be. On the other hand, micro level decisions are initially taken up in HOD meetings. The resolution is passed based on the consent of members of the committee. It is then taken up in CDC meetings for further approvals regarding financial aspects . Minutes of the meeting of both of the HOD committee as well as the CDC reflects the process of decision making as well as implementation in terms of budgetary provisions and logistics. Minor decisions are taken in HOD meeting and implemented academically and/or administratively as the case may be.

6.3 Faculty Empowerment Strategies

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

Response:

Welfare schemes for teaching permanent staff and non-teaching staff include family medical insurance, EPF, Sevak Kalyan Nidhi to be used in case of medical emergency are provided by the Samstha.

Housing on campus is also available for class III and IV employees**.**

Additional Welfare schemes for teaching staff –

1. PhD candidates are given discounts in fees.
2. Ph.D. scholars in the last phase of their submission as well as during field work were facilitated with flexible working hours**.**
3. The registration fees for the Teacher training programs or for various upgradation programs is paid for by the college and is a budgetary provision made for each at the beginning of the academic year.
4. Sixth pay commission is given to the faculty. The senior eminent architects are appointed as contract faculty or visiting faculty post retirement also, due to their vast experience and knowledge.

Faculty are given various facilities for their growth -

1. Duty leave is given to the faculty for attending various programs that add to their skills and knowledge
2. Faculty is encouraged to publish/ present papers at National and International Levels by providing travel grants up to 50,000/- every year.
3. Leaves are sanctioned for the faculty when they are invited as resource persons or guest speakers on various platforms and for attending important meetings.
4. Faculty who are member of academic committees/boards/organizations are allowed to go to attend the meetings with a sanctioned duty leave.
5. Best performers – both teaching and non-teaching are rewarded as "Best performer" every year which acts as a motivation for better performance. Those who are doing good work are sent on

various national and international tours as an incentive towards their hard work and passion.

6. The college recognizes individual achievements or contributions and provides all the support and motivation needed for them to develop further to become national and international personalities.

7. Faculty Names are suggested for awards floated by various organizations like MASA, AESA, IIA, A3 Foundation , SPPU etc.

8. Financial support given for non-teaching staff upgradation programmes.

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

Response: 17.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	15	3	8	11

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

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

Response: 1.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	1	0

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

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

Response: 24

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	8	3	26	17

File Description	Document
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)

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

Response:

Performance appraisal is currently based on Feedback systems. Self-Appraisal form is currently modified and designed to suit architectural course and will be incorporated from 2018-19 academic year.

The institute currently has a feedback system for all faculty –Core and visiting , which is filled online by the students. Verbal feedbacks are also taken from the co-faculty related to that subject . The feedback reports are seen and forwarded to respective teachers and some critical cases are discussed by the IQAC with the individual faculty for further action. In case need be , the cases are referred to the Principal for further discussion and counselling. Changes are made in the porfolios and the subjects of that faculty based on these feedbacks.

The new system which is going to be introduced this year is based on the UGC format of API , where faculty will be judged under 4 heads - Teaching - Learning performance, their contribution in Academic and / or Administrative Portfolios allotted , Research and Self-development. There are committees set up for each of the heads which consists of IQAC member and external expert as well along with Senior faculty on the panel ,to evaluate faculty's development every year and contribution. Faculty will be conveyed their evaluation report and will be suggested ways of improving their performance under various

heads, by the panel of experts .

For increments in Salary, the faculty will submit a self-appraisal report talking about their self-development in terms of research papers ,workshops conducted, conferences attended, QIP conducted and attended , Books / Articles published etc ; contribution to college development and other achievements; based on which the CDC will take decisions related to increments.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Samstha has its own internal audit department. Internal Audit is done regularly by this department, generally twice a year.

As per the legal requirement Statutory Audit is done by a firm of Chartered Accountants appointed by Samstha.

Last Statutory audit was done in June 2018. There were no major objections at that level since most of the queries were cleared during the audit period.

For the year 2017-18, internal audit was conducted by the team of samstha once in October 2017 and concluding in the month of March 2018. The team was of 3 people consisting 2 audit officers and 1 audit manager. The audit queries were resolved during the course of audit and rectification entries were done. Internal audit has implemented a effective system for audit and accounts and continuously improves it based on audit observations with the help of team of accounts department. Later, statutory audit was done and a copy of audit report is enclosed herewith for your reference. Statutory Audit was done by G.D.Apte &Co , Chartered Accountants, Pune . The team was of 5 people consisting 3 articles and 1 audit manager and singing partner. Audit was conducted for 21 days with the audit plan designed by them. The auditor had issued a clean report since last 5 years.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response:

Institutional strategies and resource mobilization

- Samstha /Parent body demands budget allocation under various heads , well in advance, before the start of the financial year
- Budget heads are already well defined. All department heads are requested to submittheir budget for next financial year as per their requirements .
- Depending upon various activities like seminars, study tours , gathering and send-off , student activities ,establishment expenses, various heads are defined. Some heads are already defined by the Samstha . The broad heads are recurring and non recurring expenses.
- Most of the Purchase is done at central level by the Samstha. Purchase procedure as defined by the Samstha is strictly followed for all purchases like fixed assets, travelling, stationery etc.
- Expenses for various activities are submitted to the accounts department and sanctioned in various meetings eg. Hod meetings and CDC meetings on the basis of need and urgency.
- This is finally submitted to Samstha.
- Expenditures under various heads are done based on budget remaining under various heads , allowed within the budget limit and no spill over is allowed without permission of the CDC.

6.5 Internal Quality Assurance System

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

Response:

IQAC is been formed recently on 28th of May 2018. The committee comprises of members of College Development committee which are management representatives. It also includes faculty Members who are coordinators of various departments like B Arch and M Arch (Environmental, Landscape and Digital Architecture).The committee also has parent represenattives, Alumni of the institute, student representatives, professionals like Architects, engineers,interior designers etc form the building industry.

Being the recent formed committee currently review of teaching learning process, structures & methodologies of operations and learning outcomes is under process.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

IQAC is been formed recently on 28th of May 2018. The committee comprises of members of College Development committee which are management representatives. It also includes faculty Members who are coordinators of various departments like B Arch and M Arch (Environmental, Landscape and Digital Architecture).The committee also has parent represenattives, Alumni of the institute, student representatives, professionals like Architects, engineers,interior designers etc form the building industry.

Being the recent formed committee currently review of teaching learning process, structures & methodologies of operations and learning outcomes is under process.

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

Response: 0.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

> **Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
> 2. **Academic Administrative Audit (AAA) and initiation of follow up action**
> 3. **Participation in NIRF**
> 4. **ISO Certification**
> 5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

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

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

Response:

Academic Improvement-
The academic level of faculty increased as two faculty members awarded with PhD.
New facilities as well as equipments added in the form of Digital lab, advanced software etc. More facilities provided for staff in terms of workspace. A state of the art auditorium added which helped in organizing national-international level events .
Feedback about academic conduction has helped us in reviewing course conduction vis-a-vis quality and time recourses needed for the under graduate and post graduate courses. These feed backs are accomo9dated and necessary adjustments of submission schedules, extra time allotted for completion of core subjects planned accordingly.
Faculty feedback allows us to understand shortcomings in teaching and such faculty are counselled, trained under senior faculties'.
To promote student's performance many new awards announced like Nandini Sapre Award for best Final year thesis at B.Arch Level.

Administrative Improvement
More structured systems developed for efficient working of the institute at administrative level. The introduction of Cloud platform facilitates working of the institute with digital media. The working system is made decentralized. Every faculty hold an academic as well as administrative portfolio, an incremental complexity is added every year to give a comprehensive overview of the institutional system.

Financial Improvement

Auditors remarks are regarded and accountability of administering finance and other administrative duties need fully corrected every year. Budgets heads are modified more specific to architectural requirement that also includes site visits, cultural, sports, workshops ets that enables students and faculty to plan and position events and invitations in the academic schedule. Software SPSS purchased for statistical analysis to help in research oriented activities.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

7.1.2

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

Response:

GENDER SENSITIVITY IN PROVIDING FACILITIES

The institute is an all-women's institute so efforts are made **towards achieving maximum security also consolidated efforts are made towards women empowerment**

Women security and empowerment.

Students are secured in the college campus whose entry exits are monitored through security checks, nobody without the college identity and a registered visitor pass is allowed to enter the campus and the college. The college has CCTV cameras in lift and all the common areas of the college.

The students are given sense of security by conducting various sensitization programmes wherein they are introduced to the concept of security in public places. The following committees are established towards women/student security

·   **Grievance redressal committee**, Women's committee are formed which look after grievance of

students wrt academic and administrative conduct,

·   **Counseling and Career guidance:** - A qualified counseller namely Mrs. Chandorkar is appointed from the samstha as a Councilor for the college. A counselling cell Space has been provided in the admin dept.

·   **Health centre:** - A separate space a s a health centre is provided In house (within samstha) this facility within the MKSSS campus is available at subsidized rates

1.·   **Anti Ragging Committee**

Ragging in any form is strictly prohibited and students. Anti ragging comitee has been established in the college as per the UGC rules and plays a vital role for the welfare of the students

·   **Women sexual harassment cell**

A Sexual Harassment redressal cell is established to promote the wellbeing of students and staff in the college. Facilities like the common room are available for the students along with the provision of a sick bay

EMPOWERING PROGRAMMES

1.·   **Earn and learn scheme**

The students in the first year M. Arch are encouraged to apply for the research assistantship that allows them to earn a stipulated stipend commensurate with the minimum time they spend in teaching or assisting the teachers at the B. Arch level.

The institute also takes keen interest in grooming the students in various academic competitions and various sports events

·   **Events** – Extra and co-curricular activities are promoted for holistic development of students.This also helps students in developing management skills, inter-personal skills and team work and team building

·   **Sports** – Institute also promotes physical health of students by encouraging students to participate in various sports activities and competitions that are held in the organization,at state and national levels. Inhouse faculty conducts and monitors this activity and encourages students to participate .

Students are exposed to the latest contemporary developments in architecture by conducting international tours and by forging productive collaborations and exchange programmes.

International cell- International cell encourages students to work in international offices, organize international tours for international exposure to students

Empowering women towards participating in technological innovation

Institute specifically works towards empowering women in the field of technological innovations, focuses on learning by doing that allows students to innovate and actually make prototypes using latest software skills and digital fabrication machinery along with traditional analogue methods

7.1.3 Alternate Energy initiatives such as:

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

Response: 85.88

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

Response: 14600

7.1.3.2 Total annual power requirement (in KWH)

Response: 17000

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 7.46

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

Response: 97

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1300

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

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

Response:

Solid waste management

Waste management:

The institute has a separate estate maintenance department for better housekeeping. There is a separate provision for collection of solid waste from various sources. And Waste generated from individual college not being much, the disposal of it is done at the samstha level.

Dry and wet waste is collected seperately by the institute

The campus has two biogas plants of 12cum and 8cum capacity producing total gas of approx 14.5 kg daily, wet waste is collected on a daily basis to feed into the biogas plant

Solid waste – the wet waste is collected from the canteens, hostels etc. and treated in the biogas plant located behind the architecture college building. The gas produced from the same is used in the kitchen.

Bio-Sanitizer (Vermicompost) - Total 107 pits are present in campus which manages dry and organic waste converting them into compost manure

Biofuel/peletts are used in institute canteen

Dry waste like paper etc. is given to the waste collector.

Bio medical –all the hostels in the samstha is fitted with incenerator sanitary pads are collected through central chutes and incinerator further burns them.

E waste generated at institute level is further disposed centrally by sanstha who further disposes to a central authorized agency for dismantling and recycling as per NPCB norms.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

- Rain water harvesting at the campus is done through 2 methods- 1. Recharging Bore wells and 2. Collection in water harvesting tanks.

* Rainwater harvesting system is installed to capture both surface water as well as the building roof top rain water. Rain water from the roof of the building is captured and taken down to a filtration system called Rapid Scan System through down take pipes. This filtered water is then send to the bore well. This system recharges the bore well within 24 hours and is ready to be used for various purposes. This rain water harvesting system helps to recharge the ground water and increase the water table.

* Water harvesting is done in 3 tanks. These rain water harvesting tanks are operational at the campus level and is a shared facility. Each tank can recycle around 3000 liter of water daily. In the monsoon season, the tank can accommodate approximately 1,00,000 liter of rain water. The rain water which is collected through these tanks is further used after treatment for landscaping and cleaning purpose in the campus.

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

Response:

Energy and Water Conservation:

- Environmental management plan (EMP) of the campus was prepared by the students of Dept. of Environmental architecture. Under EMP, Energy and Water Audit was conducted and we are in the process of retrofitting the campus with respect to efficient lighting and water fixtures.

- Use of Energy saving equipment like computers, printers, Xerox machines.

- Individual switch controls provided for lights and fans so that they can be switched off whenever not in use.

- Energy & water saving Signage are displayed at relevant locations to pay everyone's attention to save energy and water.

Paperless office:

Institute promotes paperless communication by mail, SMS and whatsapp groups. Used One side printed Papers are used for printing. Cloud platform is developed for various online applications such as student

administration, employee master data and administration, time table, subject master, examination and attendance etc. (Umesh sir) done

Green landscaping:

In the college campus, around 2000 trees have already been planted and are being maintained.

Reuse of waste: old furniture has been upcycled to make various furniture items in the environmental lab. Waste materials available in the college are reused by students at various events for decoration.

Green Competitions & drives are regularly organized by Dept. of Environmental architecture to create environmental awareness amongst the students.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.67	2.76	2.64	2.52	2.21

File Description	Document
Green audit report	[View Document]()
Details of expenditure on green initiatives and waste management during the last five years	[View Document]()
Any additional information	[View Document]()

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	3	1	0	1

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

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	3	1	0	1

File Description	Document
Report of the event	[View Document]()

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

Response: Yes

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

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document]()

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document]()

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

Response: No

File Description	Document
Any additional information	[View Document]()
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document]()

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

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

Response: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	3	0	0

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The endorsement of multiculturalism is part of the curriculum guidelines, and students are allowed to retain their religious identities and preferences. These types of institutions bring citizens of different backgrounds together and teach them solidarity, regardless of ethnicity and socioeconomic background.

The institute makes effort to align to the description of constitutional patriotism prescribed by the government and goes beyond to participate in programs that embody democratic and constitutional values. Consolidated efforts are made to celebrate the national days like 15th August as Independence Day and

26th January as Republic Days are taken wherein Flag hoisting is followed by customary parades and lecture by invited speaker. This is done at the MKSS's parade ground and conducted by the MKSS's samstha office. Various initiatives like the Swatchata Abhiyan and Yoga day are also practiced from time to time

Religious festivals are observed by punctuating them in the academic calendar and some festivals like Janamashtami and Navratri are celebrated by the student's body by organizing a Dahi Handi and Garbha.

Along with the above the institute also celebrates the Birth and death anniversary of Anna Karve and Baya Karve wherein many social activities are conducted for the underpriveledged sections of the society

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

Response:

The institution operates with complete transparency in its financial, academic, administrative and auxiliary functions. To achieve this fair and ethical policies and processes are established for its governing body, administration, faculty, and staff.

Financial transparency

For financial matters internal & external auditors are appointed who scrutinize all the transaction made twice a year. Audited statements regarding financial activities are circulated to all the concerned members of the Governing body and made available to view for people concerned.

BNCA endeavors to ensure that all financial transactions, reports and documents are completed with integrity, and that the institution presents timely and accurate information to the stakeholders. Efforts are taken to safeguard the financial resources and their ethical use in order to maintain the trust and confidence of stakeholders. This is achieved with a systematic review of each matter of concern in HOD meetings.

Annual budget forecast is prepared by the HOD's prepared in consultation with specific department faculty . Incidental Non budgeted expenses are routed through administration and approved by the college development committee (CDC)

Academic transparency:-

A commitment to academic transparency is evidenced in almost all the areas of academic operations that

include curriculum planning, delivery, evaluation etc. Schedule of submission made, any changes in academic schedule are done with involvement of faculty, student's representative which is duly conveyed to all concerned people.

At the start of the semester the subject teachers convey syllabus details and corresponding number of assignments, and respective subject schedule of submission to every class.

Mid term Formative assessment is displayed on the board and conveyed by respective class HoD's to the guardians of the students. An open day is scheduled to address grievances wrt academic performance of concerned students and a sufficient pre notice is given to the students

Attendance is mandatory and done through digital medium of biometrics. The LMS implemented by the institute makes it convenient for the guardian to check his/her ward attendance profile online

Administrative transparency

The institute provides clear and current information about the institution's academic programs, academic requirements, faculty and staff, costs of education, institutional constitution, control and accreditation. This information is made available through print sources such as catalogs, as well as electronic sources on the website.

Administrative decision is always taken unanimously in the various academic body meetings with involvement of all the stakeholders. The minutes of every meeting is made available and conveyed to the relevant people.

The institute follows the admission policy laid by University of Pune where the list of admitted candidate is displayed on our website at B.Arch, M.Arch and PhD level.

Organizational hierarchy is displayed on boards and the student council members are oriented about specific administrative responsibility of various committees

Auxillary Functions

Digital fabrication lab and the environmental lab are auxiliary functions and maintain transparency through their own machine use log and account of inventory/dead stock, budget allocation and expenses. The library also solicits requirements from each departments and maintains record of accounts

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

7.2 Best Practices

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

Response:

BEST PRACTICE 1: EXPOSURE TO MULTIPLICITY OF LEARNING PLATFORMS EXTENDING LEARNING BEYOND CLASSROOMS

Objectives of the practice:

To introduce the students to various learning platforms that augments learning beyond classrooms in various fields beyond the mandate of the syllabus.

To investigate changes in architectural discourse in relation to the increased significance and use of digital tools, digital fabrication and specific contemporary skillsets and its use in architectural curriculum.

To give International exposure to students by means of joint workshops, joint studios exchange programmes with various international institutions, to render a cutting edge to face the global challenges `

The context

Digital technologies with its significant applications have been a catalyst in changing the way we live and aspire to. Advancement in digital technologies has brought about a contemporary condition of constant and accelerating change in our ways of living. Architecture has also been greatly influenced by the integration of digital tools in architectural designing and representation.

An emerging generation of architects and designers are exploring many new available technologies for their impact on design, communications, and construction processes.

Architectural academics in India has been late in acknowledging the presence of pervasive digital medium and the syllabus does not make it imperative on the part of colleges to establish a culture of digital pedagogy.

The architectural institutes at the national level however are a little unequipped to accommodate these digital changes as these calls for integration of software in curriculums and also need the fabrication facilities to realize these projects.

Acknowledging the importance of inclusion of digital tools in architectural pedagogy our institute has established a post graduate department of M. Arch Digital Architecture which along with M. Arch Environmental Architecture has been responsible for establishing a culture of digital investigations and parametric research across all the departmental subsets of the institute. In the wake of this the institute also conducts workshops in different institutes in and out of Maharashtra.

In order to fulfill the third objective that of giving international academic exposure the institute has established the international cell in the year 1996

Since its inception the cell has been actively pursuing MOU's with various global institutes as evident in IIQA / criteria 3. Besides mere student exchange these MOU's have helped our students in absorbing the academic culture and best practices that these Universities routinely indulge. This has expanded their scope

of learning much beyond the classrooms

The practice:

The institute acknowledges the effervescent changes happening in the field of architecture and finds it imperative to gradually encompass growing amplitude of issues that formatively engage in design thinking .The institute avails its academic platforms to conduct national International workshops, seminars and guest lecture on the approach, tools and construction techniques prevalent in contemporary architecture. This is done through various national and international workshops and seminars conducted jointly by various department across the institutes. The institutes master's departments purposefully dovetail in the academic curriculum by sharing their faculty resource and conduct specific workshop within the college to impart niche skillsets to the students.

This gives our parent institute (BNCA) a chance to vertically integrate resources and capacities of the master courses in the undergraduate curriculum.

Such integration also helps the institute to cope with new challenges and demonstrate architecture's ability to contribute to architectural design and extend beyond the boundaries of its institutional knowledge.

Maximum interaction with professionals through juries; interaction with practicing professionals through site visits is also done throughout the course curriculum.

Independent Infrastructure in the form of Digital fabrication lab is set up to facilitate digital prototyping. This enables the students to learn digital prototyping tools along with the traditional skills of model making. Environmental lab is in the process of being commissioning fully as a subset that will be used for environmental simulations and mapping. The masters departments being the departments that offer special expertise in the field of Digital architecture, Environmental Architecture and Landscape architecture contribute through sharing their faculty resource and also conducts modules to integrate architectural academics to harness the software tools and fabrication machinery into the mainstream academics though it is not a mandate.

In accordance with the third objective the institute facilitates student exchange for a term with tuition fee waiver in accordance with the MOU's. The students present the work done as well as share their experiences in the host University like climatic appropriation of architectural typologies, Urban design consideration in European cities etc.

Intent

Intentions of various departments in conducting workshops are:-

To introduce the new concept in architectural domain, spurring participants to investigate it further on their own, or can demonstrate and encourage the practice of actual methods. It's a great way to teach hands-on skills because it offers participants a chance to try out new methods. At the same time, feedback, from both the presenter and peers in the group, helps to evolve the workshop content in a better manner.

Workshops are a definitive ways of vertical integration that benefits the students by exposing them to niche skillsets and new paradigms

The intent of international collaboration is to bring in multiplicity and awareness about learning cultures in today's shrinking world

Impact of the practice

It's a great way to teach hands-on skills because it offers participants a chance to try out new methods and fail in a safe situation. The students often relay that the acquired skillset gives them a niche when they apply for placements and also when they apply for masters in foreign universities

Since the institute is a women's institute it is imperative that the girl's students are confident and not intimidated with technology. The interface with the Digital fabrication lab has made them confident of handling machinery. Participants of the workshops are chaperoned to try out new methods as it allows them to fail in a safe environment.

The international activity has increased the confidence levels of the students and has resulted in more students pursuing international careers. The experiences of the former students have helped and inspired the later batches to actively seek such opportunities.

Evidence of success

Increasingly students are switching to digital mediums and are using Digital software's simulations and fabrication machinery to realize their projects, the DFL (Digital Fabrication Lab) also solicits projects from alumni of the institute who look forward towards using the lab for their professional work. The students find the DFL facility a one stop shop for their technical woes of prototyping or project realization

Professionals are also soliciting the professional consultancy of faculty resource towards realizing projects that need computational consultancy.

As per our personal exchanges with students this International exposure and experiences has resulted in increased self-confidence, soft skills, teamwork skills, and increased sociocultural tolerance.

As of now the institution does not have formal framework for recording such increase in skillsets of the participants. The institute however has initiated a formal feedback system through the international cell.

International universities especially in East Asian countries conduct courses in their national language that needs language proficiency that are not the part of the syllabus. The international cell has facilitated in offering language proficiency classes to groom aspiring students

Problems encountered and resources required

The masters department have specialized faculty that have been trained in Digital skillset. It is a matter of time till these techniques and skills will be percolated through the system to a larger base of faculty. Till then these faculty with specific skillsets will be burdened by additional responsibility of workshop conductions in and out of the institute.

With regards to the exchange program it's a challenge to motivate students for such an opportunity with depreciating Indian currency. The parents are also apprehensive about racial discrimination and safety outside the campus.

The international cell has initiated foreign language courses in response to the specific requirement of language proficiency; however the financial viability of such courses is a concern considering low number of participants

Some universities especially in East Asian countries conduct courses in their national language that needs language proficiency that are not the part of the syllabus

Resources needed:-

More faculty members who are willing to be trained in digital skillsets.

International cell also need volunteers and trained faculty who are willing to invest time in this activity

BEST PRACTICE 2: 'SOCIAL RELEVANCE IN ACADEMICS'

Objectives of this Practice:

To make Architectural design education socially relevant and engage better with the social fabric of the city by deliberating on participation by all stakeholders

Intent is to analyze problems in urban areas, develop solutions and present the same to decision makers and stakeholders thereby transgressing the boundaries of classroom education and contributing qualitatively to shape the urban environment we all live in.

Context:-

Architectural development and construction are now conceived and implemented as almost wholly private enterprises. Architectural services are provided by the multitudes of private firms: good/bad, big/small, young/old, corporate/community. Even at its most social ends, development is now determined by market conditions. This has also affected the reaction of architecture students and their intellectual negotiations in the design studio.

This is critical to the architecture studio as the students deal with contradictory forces of market conditions and social sustenance . As we are evolving in an increasingly insulated and exclusive societies, it becomes imperative to establish a social relevance in academic curriculum as observations are that the students are completely insulated to the existence of different social strata and do not understand the need for social sustenance   These difficulties, which are common in architecture schools, are avoided by including a clearly defined design methodology through systematic approach to core subjects of the curriculum . This is intended to allow the architectural design education to engage better with the social fabric of the city and one that considers the social responsibility of architects.

Social sustainability is about ensuring the sustenance of the diverse social relations that exist in healthy communities. This is achieved by introducing sustainability at a socio cultural level, by allowing sustainability through innovation within the built environment; this means creating the physical, cultural and social places that support people's wellbeing and encourage a sense of community.

The Practice

As part of this best practices practice various societal concerns such as affordable housing, slum rehabilitation, traffic and transportation related concerns, waterfront and heritage management etc. are taken up by student groups by identifying areas within the city which show a pressing need for intervention in these aspects.

Students are introduced real time premises and made to participate in sessions like deliberative democracy wherein all, the stakeholders viewpoints are mapped. The students then holistically analyze the premise through physical, social and economic mapping and draw up a strategy to intervene. They are guided by the faculty to conduct detailed surveys, analyze the existing situation, research on best practice and develop tailor-made solutions.

Various modules and workshops are conducted on the methodology of deliberative democracy that is advocated cross various participants who visit a selected site that needs intervention and map the issues to intervene later through an architectural proposal.

These solutions are then presented to various stakeholders including local political leadership, bureaucrats, experts, resident associations who may then bring them into reality.

The institute is a part of the United Nations Academic Impact programme which conducts various modules to align with the UN goal of social sustenance by participating in various UN programmes world over. Our students have participated in various programmes that advocate social sustenance and allow the students to use their architectural prowess to intervene in a disadvantaged community.

The institute also has a Universal design cell that has been instrumental in advocating the need for social inclusion of the physically, mentally, emotionally and economically disadvantaged sections of the society. Various workshops are conducted by the department wherein the students of the institute participate in various initiatives within and outside the city. Universal design cell also focuses strongly on the need for designing of physically inclusive spaces and specific orientation modules are dovetailed in the core studios to integrate the concept

Impact of the Practice:

Students appreciate being part of a live project rather than the usual practice of lectures and assignments. Their confidence levels are boosted due to interaction with members from different strata of society. There is a sense of fulfillment having given back something to society as also when these efforts are acknowledged and taken forward.

Evidence of success

The institute has been awarded the United Nations academic impact cell status by the UNAI world body.

Various programmes conducted through the UNAI (United Nations Academic Impact) , Universal design cell and studios based on deliberative democracy have solicited international participation and have been acknowledged by experts as a definitive attempt by the institute to bring in social relevance in Academics

Problems encountered

Co-coordinating with the civic authorities is always a tough task.

Data received from public authorities is unreliable and incomplete.

The students feel discouraged as these activities require more time from the students and that is not acknowledged in the university syllabus.

Resources needed

A bureaucratic framework enabled by the university that acknowledges such activities as a part of credits.

Access to reliable data from government authorities.

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

7.3 Institutional Distinctiveness

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

Response:

Learning by doing is often intended in BNCA as learning by direct experience where students are expected to develop not only knowledge and understanding but also skills and values from that process as contrasted with formal classroom instruction or learning from books.

We at BNCA seek ways to incorporate the handcraft and also assimilate digital technologies within the specificities of design and design teaching, or, try to transform, reform or adapt the existing methods with potentialities brought about by the digital age. The idea of craftsmanship making, technique, mastering material is looped in the architectural curriculum as its meaning and its reflection in architectural production is being practiced across the institute as a whole

The presence of the Fabrication lab in the form of DA+DL allows Digital tools like computers, software, and imaging, modeling to stretch the boundaries of architecture both in terms of form and design process. The facility allows us to approach architecture as a craft.

Hand crafting, learning by making and assimilation of the Digital fabrication allows us to expose students to the craft of architecture. This practice allows us to of bring powerful ideas, literacies, and expressive tools to students.

Facilitation from the institute

Collaboration Space and events normally see interaction of students and teachers at the workshop level. We organize and facilitate, participate in as many workshops as possible. These workshop events and

spaces are our collaborative platform. Students, teachers and community members find this to be a place of creativity and inspiration. Ideas and creativity flow freely allowing the members to think differently.

.Necessary efforts to amalgamate the whole bandwidth of the building craft falls in two categories understanding the traditional craft of construction through building construction workshops and Machine handling for use of fabrication technology and Imparting of software knowledge to all the students throughout workshops

The institute integrates productively in workshops imparting training and as well invites international faculties from abroad via workshops and QIP's for upgrading skills and acquiring contemporary skillset

Digital Design Space & Maker Space: This space is our digital design and Digital fabrication lab where the main focus is learning how to analogue and digital tools can help us create models, objects or prototypes advanced fabrication tools as well as a plethora of hand tools allow a person to create almost anything he or she can think of. "

The institute specifically takes efforts to integrate the analogue and digital design methods in the studio. The initial years learn by participating in building construction workshops and the senior years participate in workshops that impart knowledge of software and learn by making prototypes or 1:1 scale installations giving them a credible experience of learning by doing

The institute makes attempts at converting student's projects into life scale prototypes to be able to facilitate the concept of learning by doing.

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

5. CONCLUSION

Additional Information :

Salient features of the Institute are –

1.   UNAI Global Hub for Principal 8 – 'Addressing Poverty through Education' sharing a culture of intellectual social responsibility. Underdeveloped countries are offered expertise in Architecture through our UNAI program on addressing poverty through education.

2.   International Collaborations for students exchange programmes and students knowledge enhancement.

3.   Tie-ups with National and International Offices for Professional training of the students

4.   Universal Design centre to promote inclusive planning and development

5.   Strong International cell, Placement cell ,Alumni and United Nations Academic Impact Global hub

6.   Consultancy cell to promote Industry-Academia Interaction

7.   Inhouse monthly Programs for holistic development of student and faculty like Vanaja, Once upon a time in India , Live on Katta ,Edu-tech lectures to understand latest trends in technology, an effort to go beyond syllabus and enhance knowledge and programs like EFAC, Giving up Wednesdays to induce empathy amongst students.

8.   The Digital dept of Architecture is fully equipped with advanced, Hi-Tech Digital fabrication Lab on GF. The Robotic arm and fully equipped Lab is one of its kinds and this Institute has taken first initiative in establishing same first time in India.

9.   Tie-ups with various Professional Bodies like IIA, AESA, IID, PCERF , IGBC, ISOLA, INTACH, PMC, YASHDA

11.   Award in Singapore - Asia's Best and Fastest growing Institutes **Dr B N College Of Architecture** 2014-15 (Research Survey by KPMG)

12.   For Subjects like Architectural design , the faculty to student ratio is 1:10 and building technology it is 1:20.

13.   Research cell to promote research culture in faculty, staff and students.

14.   In order to enrich academics the institute organizes international conferences, seminars , workshops ,training programmes and guest lectures through out the academic year.

15.   The institute has state of the art infrastructure . It has spacious classrooms and labs, library,well- equipped auditorium of 300 capacity , conference hall with 100 capacity and meeting and faculty rooms, research centre and universal design centre.

16. Sports are promoted by Samstha ,by organizing 'Damini' Sports event every year.

Concluding Remarks :

Along with the focused approach towards teaching and learning experience of our students, the institute also pays significant attention to fostering their latent and creative skills by exposing them to myriad of co-curricular and extra-curricular activities . This leads to the holistic development of our students. Thus BNCA aims at imparting quality education and spiritual and creative development ,and hence stands for sheer excellence.