



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SMT KASHIBAI NAVALE COLLEGE OF ARCHITECTURE

SR. NO. 10/ PART AMBEGAON (BK.) PUNE -411041

411041

skncoa.sinhgad.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Sinhgad Technical Education Society was established in 1993 by the visionary Founder President Prof. M. N. Navale, with the motto of “Empowering academic excellence.” Sinhgad Technical Education Society (STES). With an objective of providing quality education in the field of Engineering, Management, Pharmacy, Architecture and basic schooling. All the institutions under STES are recognized by the concerned statutory authorities and fulfill the norms and standards laid down by them. With over 30 years of academic excellence the S.T.E.S. has been committed to empower every learner with value based quality education to set a unique benchmark beyond emulation. S.T.E.S.’s, mandate is to generate, preserve & share knowledge for developing a vibrant society.

S.T.E.S.’s Smt. Kashibai Navale College of Architecture, was established in 2015, Adhering to motto of S.T.E.S. the parent body, S.K.N.C.O.A. was founded with the intent of encompassing architecture into social realm through excellence in education, awareness for global concerns and empathy towards social issues.

The institute has very good team of dedicated, experienced, full time faculty members & supporting staff. The management encourages the faculty members to pursue the higher education. The infrastructure of the institution is excellent with studios, laboratories, digital library, Wi-Fi campus, well furnished hostels for boys and girls, to mention a few which are as per the norms of COA, New Delhi & the syllabi of existing UG/PG programmes of SPPU.

Vision

“Excellence in professional education to create architects sensitive towards nurturing natural and technological sustainability”

Smt. Kashibai Navale College of Architecture has been founded with the objective of addressing the issues of conservation and sustainability of natural and technologically limited resources. At S.K.N.C.O.A. future Architects are sensitized, trained, educated, with ultra-modern skills to address the issues of Climate Change. The Institute aims at creating sensitive Architects, by imparting excellent education, to develop designing and visualization skills among the students. This provides a holistic perspective to aspiring architects to contribute towards natural, social and built environment, to conserve it for future generations.

Mission

Mission

? To promote an inter-disciplinary outlook towards architecture as a profession through active collaboration.

? To promote and undertake research.

- ? To encourage a professional approach empowering academic excellence.
- ? To Serve society & support nation through a social mindfulness.
- ? Establishing correlation between design and technology to promote a human centric approach.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Smt. Kashibai Navale College of Architecture is affiliated with the well-established Sinhgad Technical Education Society and Management Trust, which boasts a legacy of over 30 years and is renowned as a leading parent organization at both the state and national levels. Additionally, the campus houses a total of 12 other discipline institutes.

Our vision and mission are centred around pedagogy-based learning, ensuring a dynamic educational experience for our students. We provide a 24/7 open central library to facilitate their academic growth. Furthermore, we support students through scholarships, aiming to remove financial barriers to education. Our institution also offers well-equipped laboratories to enhance practical learning opportunities. Additionally, we prioritize the well-being of our students by providing well-maintained and secure hostel facilities for both girls and boys.

Our campus includes a hospital facility, conveniently located with easy connectivity via a highway. The campus is thoughtfully designed, with well-planned and interactive green open spaces, creating an organized environment. We prioritize the use of ICT and e-governance to enhance educational processes. We value student and faculty interactions, fostering a healthy educational environment. Our institution actively participates in various inter-campus and state-level competitions in sports and art, promoting a well-rounded development of our students.

We cultivate an autonomous work culture that empowers our faculty and encourages freedom in the workplace. Additionally, we emphasize the promotion of awareness in art, entertainment, and personal development through initiatives such as "Susanwad - SAAD Portfolio" and the "Art Circle." Our institution offers multidisciplinary streams beyond architecture through SAAD activities, broadening the educational opportunities for our students. We have a dedicated research and design consultancy cell, providing special attention to research endeavours.

Collaborative studios and workshops are facilitated for both B.Arch. and M.Arch. students, fostering a collaborative learning environment. We place special focus on faculty development to maintain the quality of education provided at our institution.

Institutional Weakness

At the college level, the curriculum and examination processes are constrained by the affiliation with the university, resulting in limited flexibility. The semester pattern exams reduce the amount of teaching time available. The ongoing pandemic has significantly impacted admissions for both B.Arch. and M.Arch. programs. There is a lower emphasis on research publications in peer-reviewed journals and book publications.

Additionally, there is a lack of preparedness for pre- and post-pandemic education.

Institutional Opportunity

The institute is newly established and led by highly educated leaders and dedicated faculty members. It is centrally located, ensuring good connectivity for students and staff. The parent body has a visionary approach and is responsible for one of the largest intake institutes in the country for architecture. The campus is vast and accommodates multidisciplinary streams, offering diverse educational opportunities. There is a substantial pool of manpower and well-equipped resources, providing a wide range of technical knowledge and skills.

The institute is committed to fostering a culture of continuous improvement and innovation, creating an environment conducive to the holistic development of its students.

Through strategic planning and effective management, the institute aims to emerge as a leading institution in the field of architecture, offering quality education and preparing students for future challenges.

Institutional Challenge

The discipline of architecture has witnessed significant impacts on admissions due to various factors. There are limitations in providing comprehensive professional training to students.

Additionally, a notable knowledge gap exists between theoretical learning and practical application among students. It is crucial to prepare both faculty and students for the rapid advancements in technology.

Striking a balance between preserving local values, cultural heritage, and traditions while simultaneously embracing global educational values is a critical aspect of architectural education.

The changing dynamics of the architectural profession necessitate ongoing efforts to upgrade curriculum, teaching methods, and resources to keep pace with emerging trends and industry requirements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Planning and Implementation - The three steps of curriculum development—planning, Implementation, and evaluation—are done separately but need to be strongly interconnected to achieve holistic Teaching – Learning Methodology.

Our Institute believes that the importance of curriculum planning lies in its ability to ensure that daily instruction serves a greater goal. The Institute achieves this by outlining learning objectives and enlisting activities that will help attain those objectives in the Lesson Plans of each subject. The curricular plan assists in

ensuring that the greater goal is achieved by dissecting a complex idea into smaller, more digestible steps.

It is crucial to continuously and thoroughly evaluate the knowledge the student learns during the Academic Term. Continuous assessment also makes sure that the student spends the required time learning, preparing, and improving academic skills. This makes sure that the students are aware of the curriculum and their performance status.

Academic Flexibility - Our Institute offers Value Added Courses that aim to improve students' performance beyond what is required by the academic curriculum. These programs are designed to increase students' employability and to fill the gap between the curriculum and the needs of the industry by working in collaboration with Industry experts. In past 5 academic years **around 60%** of the students benefitted from this value added courses.

Curricular Enrichment - Cross-cutting issues must be mainstreamed, which needs institutional commitment and leadership. To enable the assimilation of cross cutting issues within the academic curriculum, our Institute has ensured Supportive policy frameworks and initiatives, the availability of required financial and human resources and a conscientious learning culture.

Our Institute emphasizes on Field Work or Project Work and Internships to be accommodated in the Academic Curriculum. These enable the students to learn through the direct application of their knowledge in actual workplace situations. Each experience solidifies learning and supports key academic theories. Students realize that the knowledge they gain in the classroom can be applied to address problems in the real world, and this helps them grow as professionals. This is reflected, as **90%** students have undertaken project and field work.

Feedback system - Stakeholder feedback helps identify strengths, weaknesses, and areas for improvement. We have transitioned to an online feedback system for effective analysis and future considerations.

Teaching-learning and Evaluation

Introduction: The purpose of teaching and learning evaluation is to inform instructional decision-making, identify areas for improvement, and ensure that students are progressing and achieving desired learning outcomes.

Student Enrolment and Profile:

The evaluation process begins with a comprehensive understanding of student enrolment and profiles by analysing the number of students enrolled annually, program intake, as well as the representation of students from reservation categories.

The student enrolment percentage of our institute for the past 5 years is **78%**. The number of students who enrolled last year were considerably low due to overall decrease in the students applying for this profession.

Student-Teacher Ratio:

Percentage of full time teachers against sanctioned posts of our institute is **90%**.

Institute has maintained a balanced student-teacher ratio, of **1:10**, to ensure devotion of sufficient time and

resources to each student, promoting better engagement and individualized instruction.

Teacher Profile and Quality: Institute ensures a highly qualified and competent teaching workforce which contributes to enhanced learning experiences and positive student outcomes. We comprise of 3 doctorate faculties over the last 5 years and 6 more faculties pursuing PhD.

Evaluation Process and Reforms: The evaluation process includes assessing the mechanisms of both internal and external assessments, as well as the availability of a robust grievance redressal system. Regular reviews and reforms are taken to maintain its effectiveness, address any shortcomings, and ensure transparency and accountability.

Student Performance and Learning Outcomes:

Measuring student performance and learning outcomes is a fundamental aspect of teaching and learning evaluation. This involves assessing Program Outcomes (PO) and Course Outcomes (CO) to determine the extent to which educational objectives are being achieved. We have started working on CO-PO attainment from the last academic year. Also, by tracking the pass percentage of students provide valuable insights into the effectiveness of instructional strategies and the overall quality of education. Pass percentage of students over the last five years of our institute is **95%**.

Student Satisfaction Survey: Conducting regular student satisfaction surveys allows us to gauge students' experiences, gather feedback, and identify areas for improvement.

Research, Innovations and Extension

- **Resource Mobilization for Research-** SKNCOA conducts regular conferences at the national, state, and regional levels to promote a research-oriented atmosphere. These conferences encourage faculty members to present articles and publications, while also facilitating collaborations for research activities. As a new architecture college, the institution aims to secure funding from charitable foundations, industries, foreign funding agencies, and government funding agencies to support the implementation of outreach programs.

Innovative Ecosystem - The institution fosters an innovative ecosystem where teachers actively engage in research and contribute as resource persons and delegates. To facilitate meaningful interactions, a platform has been created for faculty, students, and eminent researchers to connect through invited lectures and conferences. This promotes an environment of collaboration and knowledge exchange among all stakeholders.

Research Publication and Awards—In the past five years, over 15 faculties at our institution have published research articles in esteemed UGC CARE listed journals and conference proceedings. Some have received accolades for their paper presentations at research conferences. Four teaching staff members have obtained their PhD degrees, and our Principal, Dr. Sudhir Chavan, has completed his post-doctorate. Dr. Chavan has authored a respected textbook on 'Research Methodology.' These accomplishments highlight our institution's dedication to academic excellence and knowledge dissemination.

Extension Activities -The institute offers honorary consultancy services to authorities and encourages

student research projects. Extension activities focus on community improvement. The students' council organizes events like blood donation camps, village adoption, and socio-economic surveys. These activities develop skills, link academics with problem-solving, and raise awareness of community strengths and weaknesses. Knowledge transfer between academia and industry drives innovation by sharing scientific knowledge and solving relevant problems.

Collaboration - We have established multiple research collaborations and partnerships, providing students with valuable opportunities to work as trainees in renowned architectural firms. Over the past five years, we have signed Memorandums of Understanding (MOUs) to formalize these collaborations and enhance research opportunities for our students.

Infrastructure and Learning Resources

Smt. Kashibai Navale College of Architecture ensures that its infrastructure meets the recommended standards set by the Council of Architecture for effective teaching and learning. The institution has a dedicated infrastructure committee appointed by the management to oversee the provision and maintenance of necessary amenities for both staff and students. This committee ensures timely fulfillment of infrastructure requirements to create a conducive learning environment.

The parent body of Smt. Kashibai Navale College of Architecture takes responsibility for managing the common infrastructural facilities and campus landscaping. The campus is well-equipped with all the necessary amenities to support both curricular and extra-curricular activities.

The institute encourages the students to participate in several extra-curricular activities. Every year, a cultural program named “SINHGAD KARANDAK” is organized to encourage the students.

ICT enabled Facilities: Our Institute is having 4 classrooms along with drawing studios with ICT Facilities for U.G. and 2 classrooms for P.G. and we provide LAN and Wi-Fi facilities on each floor of our college.

The library is using both manual as well as online system for transaction of books and other activities like classification and cataloging. All the books are entered with barcode and accession number which are circulated through the GEMS Software and later through KOHA, where as the print journals are for reference purpose which is not provided for transaction.

IT Infrastructure: The computer lab is having 75 computers available in college, out of which, 40 computers are for B. Arch computer Lab. These computers are made available to students for AutoCAD and Sketch Up lectures. Remaining 15 computers are distributed in Admin office, library and other department.

Wi-Fi Facility: The College has 24×7 Wi-Fi facility in the college area for the student and faculty members to available internet connection at any place in the college.

Computers are made available for students to fill up various forms like Scholarship, exam form, Facilitation centre during admission, etc. In computer lab all the software's are installed like MS Office, AutoCAD, and Sketch UP etc. K-HUB architecture database access is also made available in the lab.

Student Support and Progression

Student Support -Over the past five years, a significant percentage of students at our institute have been beneficiaries of scholarships and free ships provided by both government and non-government agencies, as well as philanthropists. Around **49.5%** of students have benefitted from scholarships over the last five academic years.

However, the institute actively promotes and facilitates the application process for these scholarships and free ships, ensuring that eligible students have access to financial assistance to pursue their academic goals.

Our institution recognizes the importance of capacity building and skills enhancement for students and has implemented various initiatives in this regard. These initiatives aim to equip students with a diverse range of skills that are essential for their personal and professional development.

The institution places a strong emphasis on guiding students for competitive examinations and providing career counseling support. **6.62%** of students benefited from career counselling programs over the last five years.

The institution plans to increase its focus on providing guidance for competitive examinations and career counseling to achieve a significant increase in the number of students benefiting from these services over upcoming years.

Student Progression:The institution has achieved a notable placement rate for outgoing students, with a significant percentage securing job opportunities in reputed companies and organizations. **47.14% is the prevent of outgoing students or students progressed to higher education. 9.91 % of students qualifying in state/ national / international level examinations.**

Student Participation and Activities :Over the past five years, students of the institution have actively participated in a diverse range of sports and cultural programs. The institution recognizes the importance of extracurricular activities in fostering students' overall development and providing them with opportunities to showcase their talents and skills. The average number of programs which student participated in – **8%**.

Governance, Leadership and Management

Institutional vision and leadership - At SKNCOA, we are dedicated to preserving Natural Resources for future generations. We believe that architectural education plays a vital role in mitigating climate change in the construction industry. Our commitment to excellence empowers individuals to make significant contributions in this regard. Based on above, SKNCOA has formulated its Vision, mission and objectives. Vision statement is

“Excellence in professional education to create architects sensitive towards nurturing natural and technological sustainability”

SKNCOA's implementation of the National Education Policy (NEP) focuses on aligning curriculum and teaching methods, sustaining institutional growth through infrastructure improvements, embracing decentralized governance, fostering participation in institutional governance, and establishing faculty and staff governance bodies.

Strategy development and deployment - Various stake holder reviews are conducted through 20 Year Perspective Plan, five-year Development Plans, and they are implemented through Immediate Action Plans. These plans are implemented through E-Governance systems in administration, finance, and student's support and examination departments.

Faculty empowerment strategies- SKNCOA empowers its Human Resources through faculty development strategies, including research funds. Employee benefits cover health care and education for families. Regular performance appraisals result in rewards and awards. Around **27%** of teachers are provided with Financial support. And **52%** teachers have benefitted by participating in faculty development programs.

Financial management and resource mobilization - SKNCOA is a self-financing Institution. SKNCOA's funding sources are Students fees, receipts of Government and non-Government institutes, Government's Social Welfare Department. For implementation of Perspective plan, in line with vision and mission, SKNCOA follows methodical system for mobilization of resources. To ensure optimization of resources strict budgetary control, internal audit, external audit strategies are used.

Internal Quality Assurance system (IQAC) The vision, mission along with the perspective plan of SKNCOA was adopted after deliberations among senior faculty, research scholars, industry experts etc. As a part of its Perspective Plan, SKNCOA has formed AQAC – Academic Quality Assurance Committee. In phase 01 a five year Development Plan was prepared to establish fundamental quality assurance systems. In its Phase 02, AQAC was transformed into IQAC with a broader vision and mission encompassing the social awareness about architecture.

Institutional Values and Best Practices

Institutional values and Social Responsibilities - As an educational institute, we are committed to promoting equal opportunities, gender inclusion, and eliminating stereotypes. Our aim is to encourage a healthy, equitable, and sustainable future for our students.

We celebrate various national and international days of significance, along with local festivals, fostering opportunities for our students and staff to engage in extracurricular activities and socialize. This promotes bonding among peers, strengthens relationships, and cultivates a sense of community among students and faculty. We work hard to create an inclusive learning environment where every student, regardless of their ethnicity, physical ability or disability, gender, social or economic background, has an equal opportunity to study and develop self-sufficiency.

The institute actively promotes tolerance and harmony by requiring its staff and students to respect one another's opinions and to treat everyone with empathy and understanding.

Best Practises - At our Institute, Best Practises for Teaching and Learning combines the vast institutional expertise with the most recent discoveries in educational science. Out of the numerous best practices implemented for the student's benefit, the most important is **Contextual variation**.

Contextual variation is when learners are exposed to the same concept in two or more different contexts. This method of contextualising learning enables a smoother transition from higher education to the working world.

Another Important Best Practice that our Institute follows is to encourage **Participation of Students in Extra Curricular and Social Concern Activities**. The leadership and teamwork skills gained from participating in extracurricular activities have long-lasting benefits for students, extending beyond their college years and into their professional lives.

The Sinhgad Group of Educational Institutes, our parent body, holds a prominent position with its extensive network of 12 campuses, 85 institutes, and 26 schools, covering over 500 acres of environmentally friendly campuses throughout Maharashtra. S.T.E.S.'s, mandate is to generate, preserve & share knowledge for developing a vibrant society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT KASHIBAI NAVALE COLLEGE OF ARCHITECTURE
Address	Sr. No. 10/ Part Ambegaon (Bk.) Pune -411041
City	Pune
State	Maharashtra
Pin	411041
Website	skncoa.sinhgad.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sudhir D. Chavan	020-24351438	9225647447	-	skncoa@sinhgad.edu
IQAC / CIQA coordinator	Shobhan S.kelkar	020-67523671	9881127447	-	shobhankelkar.skncoa@sinhgad.edu

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	04-07-2022	12	Every academic year it is renewed

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	Sr. No. 10/ Part Ambegaon (Bk.) Pune -411041	Urban	31.51	4336.34

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,Architecture	60	HSC with science and NATA and JEE entrance qualified	English	80	27
PG	MArch,Landscape Architecture	24	MHCET Qualified	English	20	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				8				18			
Recruited	3	2	0	5	3	5	0	8	4	14	0	18
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	5	5	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	1	0	3	5	0	4	14	0	29
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	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		Total
		11	9	0	

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
UG	Male	104	3	0	0	107
	Female	141	1	0	0	142
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	9	0	0	0	9
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	6	8	10
	Female	10	10	15	13
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	18	26	31	29
	Female	20	30	50	39
	Others	0	0	0	0
General	Male	13	27	51	49
	Female	28	46	58	59
	Others	0	0	0	0
Others	Male	76	77	69	45
	Female	91	90	114	94
	Others	0	0	0	0
Total		264	312	396	338

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>For Faculty development -Institute works for Teacher Training and Professional Development.For that it encourages the faculties to attend various Research conferences and Teachers training program. Also encourage writing research papers and attending various workshops for enabling them to incorporate interdisciplinary approaches into their teaching practices. For students' development - Institute provide well-equipped computer labs, libraries, technology infrastructure, and access to relevant learning resources for students. All the assignments are design in innovative assessment strategies that assess students' knowledge, skills, and competencies across different disciplines. This can include project</p>
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	presentations, portfolios, exhibitions, and collaborative assignments.
2. Academic bank of credits (ABC):	Institute provides Academic bank of credits facility for students. With the ABC, students can accumulate credits from different educational institutions, both within and across disciplines. This will help students to enhance the educational experience and provide them with increased opportunities for lifelong learning and skill development. These credits can then be transferred and recognized when a student wishes to switch institutions or pursue further education, facilitating seamless mobility and reducing redundancy in course requirements. Digital Repository has created so that the data regarding students' academic records and credits earned can be stored securely.
3. Skill development:	Institute arrange various Hands-on workshop which help in understanding and developing practical skill in Architecture. They get to work with real materials, tools and techniques, which will help to bridge the gap between theory and practice. Various site visits of ongoing and completed works of Architects arranged which will help to understand real world architectural practice, standards and emerging practice trends. Students also participate in various interdisciplinary competitions at state and nation levels which they learn different social skills like team building, communication, problem skills etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Traditional styles of Indian Architecture are studied in detail as a part of the academic curriculum over the 5 years of B- Arch curriculum. This along with the study of vernacular Architecture give an overview of the Indian culture that has shaped the Architecture over the centuries. Other aspects like influence of location, climate and availability of local resources give students a contextual framework to study Architecture.
5. Focus on Outcome based education (OBE):	Institute strongly recommends outcome based education as an important step of teaching – learning and evaluation. All the course outcomes and program outcomes are specified by Savitribai Phule Pune University, and are diligently followed by the Institute. Attainment of CO-PO are imbibed in the program to gauge student understanding and identify

	any gaps. It has proved a valuable step in deciding teaching pedagogy and overcoming any lacunas in attaining Course outcomes.
6. Distance education/online education:	Due to constrain faced during the Covid 19 pandemic, the institute had efficiently adapted itself to the online mode of education. Institute switched to team platform for online leaning and maintaining the attendance and assessment records. Webinars were conducted in which student overcame the barrier of maintaining educational continuity. Which also provided opportunities for learning from eminent speakers from different cities.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes as per MoU signed in 2022
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes Prof. Kalyani Junankar --- Faculty coordinator Mr. Pranay Sathe --- Student coordinator Yes they are functioning well
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Yes
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible	20 %

students as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
338	396	312	264	185

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 40

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
31	27	30	20	18

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
59.49	91.96	122.02	119.28	48.66

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

1. Curriculum Planning

- 1.Smt Kashibai Navale College of Architecture is affiliated to Savitribai Phule Pune University,
- 2.Value Addition to the syllabus content is done through conduction of relevant Field visits, Market Surveys, Case Studies, Study Tours, Guest Lectures, Workshops and Seminars.
- 3.Preparation of Term Calendar before the semester starts factoring in all of the above value addition aspects to ensure smooth functioning.
- 4.Faculty prepares Teaching Plan for each and every subject prior to commencement of the term ensuring the interconnectedness of all Subjects.

2. Implementation

The Academic curriculum functions under 3 streams:

- 1.Design Stream – Basic Design, Architectural Design, Landscape Design, Urban Design. Here faculty student ratio of 1:10 is maintained.
- 2.Technology Stream – Building Construction and Materials, Building Services, Climatology. Here faculty student ratio of 1:20 is maintained
- 3.Allied subjects Stream – History of Architecture and Culture, Professional Practice, Allied Electives. Here faculty student ratio of 1:40 is maintained

These streams are not taught in Isolation rather each subject is interconnected and feeds into the Main Design.

- 1.Co-ordinators are appointed for the Design, technology & allied streams to ensure proper implementation and quality control.
- 2.Subjects are allotted by the Principal and HOD to faculty members according to their expertise, knowledge base and interest. Teaching load of faculty is maintained as per the guidelines prescribed by SPPU.
- 3.Optimal use of time to give wholistic inputs by amalgamating various subjects & getting a well designed output. This ensures no repetition, no duplication but calls for variety of topics within class.
- 4.Quality control & quantum verification through periodic Reviews
- 5.Smooth efficient work culture focused on the Term Schedule
- 6.Transparency in defining the academic curriculum and Evaluation Methods is achieved by

institute in organised way for students & faculty.

7.Information about all the curricular and extra curricular activities is conveyed to the students through timely notices displayed on the Notice board and also sent on student’s whatsapp groups.

3. Documentation

- 1.Preamble and Lesson Plans are prepared for each assignment especially for the Design Stream Subjects.
- 2.IQAC cell conducts monthly review meetings to understand the progress of academics and identify any issues regarding the same.
- 3.MOM of each meeting is circulated to all the faculty members to ensure that everyone is aware of the decisions and strategies to be implemented.
- 4.Result analysis is done by the exam cell & strategies are revised accordingly for future.
- 5.Feedback is taken periodically from all Stakeholders

4. Continuous Internal Assessment

- 1.Reviews conducted at Multiple Stages for each subject.
- 2.Multiple examiners for each review – internal or external examiners as per stage of the review.
- 3.Marking scheme is transparent – expected output and marking criteria and shared with students well before the assessment.
- 4.Ample opportunities to learner to improve his performance
- 5.Progressive Marking – attendance is also a criteria considered for marking
- 6.Parents of Critical cases are intimated by mail or telephone/ messages.
- 7.Rubrics Method of evaluation – Grading system is used and evaluation in grades is conveyed to the students immediately after every review.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 10

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 38.53

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
87	87	268	106	28

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

CURRICULUM ENRICHMENT

Our institute believes in giving exposure from expertises of various sectors & organizations to enhance student's skills.

This is achieved by conducting seminars of eminent personalities from architecture & allied fields, research with national level institutes of multidisciplinary streams ,guest lectures, hands on workshops with artists- Skillman's , field studios with experts in the industry & peer mentorships from our PG students & Alumni.

Our students & faculty gain knowledge, experience & guidance from experts, which helps in building their confidence & upgrades the teaching learning pedagogy.

PROFESSIONAL ETHICS

It is mandatory for the faculty and students to work within framework of regulatory bodies at multiple levels. The institute always sets achievable targets for all stakeholders and tries exploring overall development through appropriate strategies & open work culture.

We believe in teamwork for achieving success.

The subject of Professional Practice in the B. Arch programme inculcates basics of professional ethics.

During the internship that is the Practical Training course for the B Arch programme students work with professional architectural firms where they engage in ethical behaviour.

The course "Communication skills" in the first year of the B. Arch. programme helps students develop their personality.

Students also participate in professional activities and industrial tours and gain knowledge about professional ethics.

GENDER

Gender wise, age wise, economical sector wise, location wise, skill wise influential disparity practices amongst faculty or within student & faculty are banned for trustful environment *in institute*.

HUMAN VALUES

Various activities are conducted for societal concerns of all age groups with purpose of education, awareness, knowledge gain, help, entertainment, consultancy services.

This is carried out by Susanwad – student's council & SAAD (Society for Architecture and Allied Disciplines) a new social group under main architecture institute.

A consultancy cell for rendering architectural services towards the society has been formed by the

Institute to give practical exposure to students & faculty. Revenue generated through these projects is welfare help to poor & needy students. This inculcates good relations with society & is an opportunity to initiate urban reforms.

Blood Donation camps , gender disparity awareness camps, periodical checkups etc are hosted by Navale medical college Narhe at campus level time to time. Our students actively participate in such activities for social cause.

ENVIRONMENT AND SUSTAINABILITY

The vision of our Institute is **“Excellence in professional education to create architects sensitive towards nurturing natural and technological sustainability”**

Based on this Vision, The Academic projects are designed to address diverse issues across subjects spread over all the semesters. For example, Climate change, resource sustainability, eco friendly concepts, barrier free environment, waste water management, vegetation covers, art & architectural values, smart technology, communication skills, spiritual healing and many other aspects which compel students to think about a sustainable future for the World.

One of our main objectives is to invoke a sensibility in students about nature and conservation through academic curriculum, allied activities and social initiatives.

Hence Students participate in various campaigns organised by government or Non Government Organisations towards Environment conservation and management.

File Description	Document
Upload Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 100

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 338

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 78.04

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
40	95	66	78	80

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	80	80

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 56.98

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
9	47	32	35	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	57	57	47	47

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 10.9

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Experiential learning: Experiential learning techniques can give students a wide variety of experiences as well as aid in the development of their practical skills and critical thinking abilities and is strongly integrated in the curriculum, in the following ways,

- **Site Visits:** We always strive for the students to have the chance to study and analyse existing structures and environments during site visits to architectural locations.
- **Field trips:** Field trips are arranged to architectural and landscape sites, museums, and exhibitions which provide students with hands-on experience.
- **Model Making:** Making models is a practical way to explore design thoughts and ideas. It helps students to test and improve their design concepts, build actual models, which aids in their deeper grasp of design principles.
- **Simulation Exercises:** In these virtual environments, students try their design concepts and learn from their mistakes.
- **Design Competitions:** A range of design issues, including sustainability, access to affordable housing, and community involvement, are explored and tested as subject design contests.
- **Community Engagement Projects:** While working on live contexts, students obtain practical experience in sustainability and community engagement.
- **Collaborative Learning:** Architecture being an interdisciplinary field, we design assignments with experts from other fields, such as ecology, urban planning, and environmental design.
- **Design Thinking Workshops:** Working through a structured process is a key component of design thinking workshops.

Participative learning: The following strategies are used in education to implement participatory learning.

- **Workshops:** Workshops give students the chance to learn from subject-matter experts and hone new abilities.
- **Group projects:** Students share ideas, communicate, and improve their communication skills as they work on a project together.
- **Design Reviews:** Design reviews bring together students, academics, and professionals to collaborate on design ideas.
- **Peer review:** Students critique and comment on one other's work as part of the peer review process.
- **Case Studies:** Case studies enable students to work together to identify design strategies and solutions used in these projects and apply them to their own work.

Problem-solving methodologies:

- **Analytical Problem-Solving:** Students utilize analytical problem-solving to analyze design problems from several perspectives and create workable solutions. Site Analysis is the most analytical method to derive the rationale of siting.
- **Design Thinking:** Students can utilize design thinking to create original solutions that take into account the demands of users and the problem's context.

- **Systems Thinking:** Students analyze complicated design problems using systems thinking and creative solutions that deal with the root causes of the issue. Holistic development and integrated management are a few examples of systems thinking.
- **Collaborative Problem-Solving:** Students work together with academics, professionals, and community members to produce practical solutions that satisfy the requirements of various stakeholders.

All the faculties are well versed with the ITC tools of teaching and explicitly use them for teaching – learning, like Video conferencing tools (Microsoft teams, Google meet), Multimedia tools and Mobile apps.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 90

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	33	23	18

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 2.38

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	01	0	01	01

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

- Academic calendar commencement and closure dates of semesters are declared by SPPU and followed diligently by the institute.
- Academic planning of the semester is an important step while planning and exploring semester teaching pedagogy.
- Academic calendar span is approximately 16 to 18 weeks including exams. As per our experience, it is noticed that students need preparation leave and extra time to complete drafting and presentation. Keeping this in mind an academic meeting is conducted by the principal and head of department with the concerned faculty prior to the commencement of the semester.
- Lesson plans of each subject are discussed, assignments and their evaluation criteria are decided, attendance, late submission policies, and remedial classes for slow learners is also considered along with CIE dates. Lesson plans are made considering the holidays and any pre-planned events so that the academic schedule is not affected.
- Each subject teacher explains the syllabus, course objectives, assignments planned, their evaluation stages and parameters, weightage of grading, submission deadlines, and late submission policies prior to the commencement of the semester. Interim review dates with externals and pin-up vivas are also shared.
- Progressive interim marking with scope for improvement and revisions is displayed to students periodically.
- Monthly review meetings are conducted by the principal and HOD of the institute to discuss the progress of the students, their attendance, and their timely review. Students with poor attendance

and poor performance are informed privately about their progress along with their parents through letters and messages on WhatsApp. The parent-teacher meeting is called after mid-semester to convey their ward's progress and scope for improvement.

- Extra lectures on weekends which are already anticipated and planned in the Lesson plan are conducted for students who are slow in learning.
- The interim marking and the progressive marking carry maximum grading weightage for the final marking. This is also explained to the students at the beginning of the semester. The semester ends with the final sessional portfolio, viva voce, and written papers.

The grievance redressal system is time bound and efficient-

Examinations are conducted as per SPPU guidelines. There is a team to handle all the examination-related work and all the issues related to it in the hierarchy of college examination officer (CEO), Senior supervisor, one exam clerk, 1 peon, along with account department manages the reimbursement. Students are informed about their in-semester exam grades for their periodic progress. All this communication is carried out in a transparent system with time-bound notices and communication with students via WhatsApp messages.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Programme outcomes and Course outcomes are specified by SPPU in the syllabus and are diligently followed by the institute.

Before we begin the semester, the complete course syllabus and outcomes expected are explained to students for them to manage their timely curriculum.

As specified by SPPU, subjects with theoretical bearings have semester end and in semester papers to gauge their course outcomes, subjects with knowledge, skills and research have semester end exams in the form of sessional and viva voce and subjects with practice, ethics and values have sessional end semester exams to gauge understanding.

- 1. Subjects with Semester end exams and In-semester exams** –To gauge course outcome both direct and indirect methods are used. Trial papers are set in between in semester and end semester exam to check student understanding or any hindrances in realizing of the topic. This step helps the students to address any issues beforehand as well as partially prepares them before

their final exams.

Journals / Reports are also prepared by each student as course notes which are discussed and checked periodically by the faculty.

1. Subjects with Sessional as their semester end exam - To gauge course outcome both direct and indirect methods are used. Interim progress evaluation stages are finalised at the commencement of the semester and informed to the student as well. Parameters of stage wise evaluation are decided by the faculty and explained to the students as well. After every course objective attainment an interim presentation and discussion is conducted with the student to check his understanding and progress. Intermediate stage marking is done and displayed to the student with scope for improvement and revision communicated.

Group work – Stagewise assignments are planned by the faculty as individual and group work. Appropriate evaluation parameters are decided for assessment.

Individual work - Stagewise assignments are planned by the faculty as individual and group work. Individual work helps the student to become independent and brings out his intrinsic flair of design. Appropriate evaluation parameters are decided for assessment.

1. Subjects with Viva-voce and sessional as their semester end exam - To gauge course outcome both direct and indirect methods are used. Interim progress evaluation stages are finalised at the commencement of the semester and informed to the student as well. Course outcomes are discussed prior with the students. Externals who are experts from field are invited for interim vivas so that students benefit from their comments and can further improvise their work. Every Intermediate stage marking is done and displayed to the student with scope for improvement and revision communicated.

Evaluation criteria - For internal marking, progressive marking weightage is kept 70% as it ensures the students attendance and timely progress. 30% of marking is kept on the students final submission quality, his oratory skills to explain his design and his answers to the external juror.

This whole evaluation scheme is explained to the students prior to commencement of academic year.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Programme outcomes and Course outcomes are specified by SPPU in the syllabus and are diligently followed by the institute. Student progress evaluation and course outcome are measured by both direct methods and indirect methods.

Attainment of PO's and CO's of each subject is done by the following method.

1. By Direct methods-

1. Mapping Factor (Correlation Level) - It indicates to what extent a certain component (either assessment method to CO, or CO to PO, or PO to PEO & PSO

- **3** - indicates Substantial (high) mapping (high contribution towards attainment)
- **2** - indicates Moderate (medium) mapping (medium contribution towards attainment)
- **1** - indicates Slight (low) mapping (some contribution towards attainment)

1. Level of attainment : Here 3 levels of attainment is taken as –

- 1-Low; 2-Medium; 3- High

1.3 levels of attainment can be defined as

- **Attainment 3** : 60% Student scoring $\geq 60\%$ of max marks allocated to CO
- **Attainment 2** : 50% Stud scoring $\geq 60\%$ of max marks allocated to CO
- **Attainment 1** : 40% Stud scoring $\geq 60\%$ of max marks allocated to CO
- **Attainment 0** : Less than 40% Stud scoring $\geq 60\%$ of max marks allocated to CO

Example – Subject – Landscape Design studio 1 (M.Arch Department)

- PO's are stated which are already mentioned in the syllabus.
- Based on the CO's specified in the syllabus, CO's for a particular subject are fixed. Blooms taxonomy is applied for CO's finalization.
- Relationship of CO's with PO's is established and given weightage from 1 to 3 (3 being highest attained). This matrix serves as the target for achieving CO – PO.
- CO – PO Mapping is done based on three criteria,

1. Based on contact hours

2. Based on evaluation tools

3. Based on Continuous Internal Evaluation (CIE)

1. Based on contact hours :

Three assignments were taken in Landscape Design studio 1.

Total contact hours per week are 10 = 2 Theory + 8 Studios.

Co-relation of these assignments with CO's is established.

Mapping of CO's, Assignments and no. of contact hours is then established to derive CO's attainment through contact hours.

2. Based on Evaluation tools –

Assessment tools are identified which are being used to attain CO's.

Their relationship with CO's is then established to derive CO's attainment through evaluation tools.

3. Based on CIE –

Based on the CIE of each assignment, marks achieved by students, attainment of CO's is established based on CIE.

Final Mapping of attainment of CO's and PO's is done and final matrix of attainment of CO-PO is achieved which is evaluated against the target matrix set in the initial steps.

PO Summary is prepared. It also consists of Semester End Exam (SEE) average marks achieved by students from past two academic years and the current year. If the current year target is not achieved, new action plan to achieve the same is prepared and submitted to IQAC for approval.

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 95.73

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
96	81	25	0	0

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
100	85	26	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.44

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.32	0	0	0.18	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

- **Research and development programs:** Research is considered as a “theoretical” aspect, but in reality, it encompasses various criteria. Research in architecture involves original investigation undertaken in order to generate knowledge, insights and understanding based on skills, methods and tools proper to the discipline of architecture. The research provides knowledge to make the design appropriate and functional, and the design provides insights for solving future problems. Therefore, Institution supports research and development programs to explore new ideas and create new knowledge. This could involve funding research projects, **providing access to specialized equipment and facilities, field visits and surveys, documentation** or offering seed grants to support innovative ideas. **With this vision SKNCOA has conducted training and research programs in collaboration with Council of Architecture.**
- The institute has conducted **field visits to the historic towns like Wai, Saswad** for understanding the cultural significance of the towns in collaborations with professionals and

experts. Measured drawings and documentation works heritage structures like Deccan College, Pune. These activities were a part of primary survey conducted for establishing the need of conservation of the cases. The data further analyzed with various tools and techniques to identify the issues.

- **Knowledge Creation and Dissemination:** The institution creates an environment that encourages knowledge creation and dissemination. This is achieved through initiatives such as regular seminars, workshops, and conferences that bring together experts, practitioners, and students to share knowledge and exchange ideas. The institute goals for the knowledge transfer through interactive programmes in between the scholars and professionals to introduce a new approach among students to acquaint them with current trends and future needs.
- **Collaboration and Partnerships:** The institution has established collaborations and partnerships with other institutions, organizations, and industry partners to share knowledge, resources, and expertise. This leads to joint research projects, exchange programs, and internships that provide students with hands-on experience. The institute has signed memorandum of understanding (MOU) with other institutes, architectural firms, organizations which allows students to explore more areas of research as well as design. The collaborations give opportunities to students with well known firms and Architects as a trainee and also can visit their projects. The students work together with the professionals for different design competitions.
- **Continuing education programs:** Institution offers continuing education programs that allow professionals to stay up-to-date with the latest developments in their fields. This includes workshops, seminars, and certificate programs that provide practical skills and knowledge. The education programs are not only designed for students but the programs like 'Teachers Training Programs (TTP) in collaboration with Council of Architecture also conducted by the institute. Digital tools and software skill development workshops were initiated like '3D printing technology workshops' for students to develop their presentation skills.

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 4

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	1	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.15

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	4	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	9	0	1	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Students' overall growth is greatly aided by extension activities, which also help them become responsible, socially conscious, and community-minded individuals who can make a positive contribution to society.

- **Academic Projects based on Social Issues :** Our institute always takes initiatives to help neighbourhood and community for sensitizing students to social issues to ensure their holistic development. Looking at constraint of term span this is done by integrating social task with academic exercises. Field & vertical studios by interclass or intra class or UG PG classes are also made for making the tasks more student-friendly. This is done under the supervision of experts & faculty. As an outcome of these initiatives, Students make a pre study report for the towns to be visited. On field, the data is collected by questionnaires, surveys, observations and interviews during the settlement visit. The post site visit report is then prepared with the help of results and analysis. **This outreach help to Develop strong bonding between our institute (faculty & students) & respective authorities like gram panchayat, nagarpalika, M. corporations & is beneficial to both.** Same is also applied for PG course design proposals which are based on current topics with varied issues. These proposals help local people in holistic way. Students are sensitized for nature, people, and place in reality. The formal study of settlements is done with the help of literature reviews, mapping, surveys, inventories, SECP surveys to understand SWOT of the areas.
- **Awareness Campaigns:** The college organizes awareness campaigns on social issues such as environmental conservation, sustainable development, and heritage preservation. These

campaigns are targeted at the local community and involve students who act as volunteers. We conducted awareness programmes in schools to increase awareness of architecture at school level. This was organized through different activities for students.

- **Consultancy Services:** The college offers consultancy services to the local community, especially in areas related to architecture and design. This involves providing design solutions for community buildings, public spaces, and other infrastructure. Eg pandharpur.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Our institute being young, we encourage our students & faculty to participate in various competitions of academies as well as in extracurricular subjects organized by various institutes.

For this additional guidance for working & freedom to use campus infrastructure is given. We support financially to match the expenditure.

Our 3 faculties Dr. Shobhan Kelkar, Dr. Ajinkya Niphadkar and Dr. Akshay Wayal received best academician award by Indian Institute of Architects, Bangalore in 2021-22. Our faculties always take initiatives in research activities and paper publications.

Ar. Mukta Kulkarni received ‘best paper award ARP category’ in ‘National conference on empirical theories by Allana COA, Pune.’ Dr. Sudhir Chavan received best paper award and gold medal in ICAAA international conference on archaeology art & architecture at Sri Lanka.

SKNCOA students always participate in various trophies and competitions conducted by National association of students of architecture. Our Students have been awarded citation for Rouben’s trophy in 2019 at Zonal NASA, Aurangabad.

Our students always participate in extra curriculum activities like street play, solo dance, singing etc. Received best one act play – Papiilon by SKNCOA students in Purushottam Karandak competition.

Our following faculties Dr. Shobhan Kelkar, Dr. Akshay Wayal, Dr. Ajinkya Niphadkar and our Librarian completed PhD.

Also, we promote our students to participate in different design competitions. Rewa Nijampurkar, T.Y.B.Arch. received second rank in ‘Auto parking design competition hosted by state level NGOs’.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	1	0	0

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration**3.5.1**

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 9

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

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

Infrastructure requirement for teaching and learning is as per the norms recommended by Council of Architecture. The necessary amenities for the staff and students and maintenance are done by the infrastructure committee constituted by the management. It provides and maintains in a time bound manner. Basic Infrastructure is reviewed by LIC (Local Inspection Committee) and Council of Architecture and necessary budget is allocated for up gradation.

Parent body has been looking after the common infrastructural facilities of the institute requirements of the college and campus landscaping.

- The institution has adequate facilities for sports, indoor-outdoor games such as cricket, football, swimming etc.

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

The institute encourages the students to participate in several extra-curricular activities. Every year, a cultural programme named “SINHGAD KARANDAK” is organized to encourage the students . This program is very useful to bring out hidden talent of students. A ‘Sports Karandak’ is also conducted where various competitions take place.

ICT enabled Facilities: Our Institute is having 4 classroom along with drawing studios with ICT Facilities for U.G. and 2 classroom for P.G. and we provide LAN and WiFi facilities on each floor of our college.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 7.45

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.28	0	7.50	20.34	4.77

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Smt. Kashibai Navale College of Architecture library is partially automated from the first year of establishment i.e August 2015. The library is using Gems software (it is web-based ERP software).

Nature of Automation: Partially automated

The library is using both manual as well as online system for transaction of books and other activities like classification and cataloging. All the books are entered with barcode and accession number which are circulated through the GEMS Software, where as the print journals are for reference purpose which is not provided for transaction. The software also provides inbuilt OPAC (online public access catalog) which can be accessed by all the teaching/ Non Teaching and students of our college as well as other staff members and students from various different colleges under Sinhgad Institute umbrella using Gems Software. The library have kept separate computers where the students can access the OPAC system for searching a particular books the software provide “ Search” and “ Advance Search” facility for searching with different key words such as – search by author, title, subject etc.

From 2022 the library has shifted from “Gems software” to “KOHA Library Software” which is also partially automatted. It is webbase and open source software. It provides near about 14 different modules like classification, cataloging, patrons, search, reports, tools etc for various entries in the software. The libraries are also keeping study tour reports, Thesis (B.Arch and M.Arch) for reference and are made available for both faculty and students. We have central Library facility available for 24/7 for all working days

Library Collection:

Total Collection of Books is 2872, 15 National and 5 International Journals, 200 (B.Arch Thesis) and 30 M.Arch thesis. The library has subscription of k-hub Architecture database which provide access to nearly 1094 E-Journals and 314 E-Books.

The library is providing access to e-content on library website where syllabus, question papers, CD List and List of Thesis in electronic version.

Library Timings: SKNCOA Library is open from 9.00 am to 5.30 Pm.Where as we have Central Library which is accessible 24/7 to all the students and faculty from various colleges in Sinhgad Institute (Engineering, Pharmacy, Architecture, Science, MBA, Law etc. where students can have benefits to gain knowledgde of all streams if required.

Library Services:

The library is providing various services as Reprography Service and Inter library book Loan service.

Digital Library: The Central Library has a Digital Library for downloading e-journal articles and various paid and free databases. There are 30 computers with modern infrastructure. Students and faculty can get access to various databases like K-hub in Architecture, DELNET,IEE database ,Science Direct, KNIMBUS etc. Facilities like Printing, Scanning are also available. Resource Sharing facility/ Inter Library book Loan: The resource sharing facility has also made

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Smt. Kashibai Navale College of Architecture have well equipped Computer Lab, made accessible for students and faculty members.

Availability of Computers in Lab:

Total number of computers available in our college is **75**, out of which 40 computers are for B. Arch computer Lab. Of which, 20 machines are i5 configuration, 20 machines are Dual Core Configuration. These computers are made available to students for AutoCAD and Sketch Up lectures. Remaining 15 computers are distributed in Admin office, library and other department.

For our M.Arch Landscape department (PG) **20** computers are allotted from academic year 2022-23.

Institute is having Campus agreement with Microsoft since last twelve years, for up-gradation of Windows Operating System and Microsoft Application Software.

Computer Lab Timings: SKNCOA Computer Lab is open from 9.00 am to 5.30 Pm.

Central Lib has digital section 24/7 all 365 days.

Wi-Fi Facility: The college has 24×7 Wi-Fi facility in the college area for the student and faculty members to available internet connection at any place in the college. We have arranged 2 Wi-Fi Routers on each floor for free access of internet for students and staff.

Bandwidth of Internet Connection: Sinhgad Technical Institute is providing Bandwidth Connection to all the Colleges under the institute. Total bandwidth is 250 MBPS. Out of which, our college is having 6 MBPS. This bandwidth is provided by Tata Communication Ltd since twelve years.

Computer Lab Services:

Computers are made available for students to fill up various form like Scholarship, exam form etc

In our lab **Facilitation Center** is also made available during admission period students who are interested in Architecture field can come to the lab for filling their form. In computer lab all the software's are installed like MS Office, AutoCAD, and Sketch UP etc. K-HUB architecture database access is also made available in the lab

Computing facilities are available in each division and central computing facility of the college. Many licenses being utilized for specific application.

File Description	Document
Upload Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 5.63

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 60

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 25.64

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic

support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
10.38	39.88	17.77	41.46	3.69

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 49.5

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
197	209	144	112	78

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 12.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
85	73	25	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 47.14

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
49	41	09	0	0

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
100	85	25	0	0

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 9.91

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	2	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 2.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	03	04	02

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement**5.4.1**

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

Response:

- **Introduction :**

Opportunities for lifelong learning: An active alumni association can provide opportunities for lifelong learning and professional development, including workshops, seminars, and other events. These collaborations enhance the institution's reputation, strengthen industry linkages, and foster a culture of innovation.

The SKNCOA Alumni Association is strong and dedicated community of former students, playing a vital role in the development of our esteemed institution. Through their unwavering commitment and support, both in terms of finances and other services, they contribute significantly to the growth and progress of our institution.

Mentoring: The students at SKNCOA have benefited greatly from the mentoring provided by the alumni, who have offered valuable guidance, support, and real-world insights. One notable way in which the alumni have contributed is through alumni-reviewed juries, where they have actively participated in the evaluation and critique of student work, helping them learn and grow.

Networking: SKNCOA alumni play a crucial role in facilitating networking opportunities for current students and recent graduates by establishing connections with fellow alumni who are working in relevant fields. By leveraging their professional networks, alumni members create opportunities for internships, projects, and placements, bridging the gap between theoretical learning and practical application.

Volunteerism: SKNCOA alumni generously dedicate their time and expertise to actively support the institution's programs, services, and activities. They contribute by actively participating in community outreach programs and providing valuable assistance in organizing college social and cultural activities.

Enhanced student experience: SKNCOA Alumni provide valuable support and resources to current students, including mentoring, career advice, and networking opportunities. This has helped students to make more informed decisions about their academic and professional goals.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The governance and leadership are in accordance with vision and mission of the institution is seen through SKNCOA's strong foundation which lies in the governance of our parent body STES. Under STES numerous disciplines are operating in alliance which provides SKNCOA with opportunities for multi-disciplinary collaborations, resources and equipment sharing etc. SKNCOA acts as a catalyst, aligning and further enhancing the institute's governance in accordance with STES. SKNCOA offers two programs in architecture B.Arch and M.Arch (Landscape Architecture). The institute's vision is educational excellence and to create sensitive professionals with a focus on sustainability, design innovation and social responsibility.

- SKNCOA has a faculty of recognized architects dedicated to teaching and research in the field. Curriculum as specified by S.P.P.U. is diligently but innovatively followed to provide students with a comprehensive education in architecture, building technology, landscape and urban planning, etc.
- **NEP implementation**

SKNCOA has conducted meetings regarding the interpretation and implementation of NEP 2020 and working on the strategy to integrate it into our academic curriculum.

- **Sustained Institutional Growth**

Within 05 years of SKNCOA's establishment of B.Arch. program in 2015-16, its sustained academic growth can be seen through initiation of post-graduation program of M.Arch (Landscape Architecture) in the year of 2019-20. After establishing fundamental systems in initial 05 years, now SKNCOA has widened its vision to collaborate with allied and multi – disciplinary professions through a platform called SAAD – Society for Architecture and Allied Disciplines. Along with academic growth SKNCOA is entering into a social realm through SAAD activities.

- **Decentralization in Institutional Governance**
- **Decision-making authority:** Decentralization here involves delegating decision-making authority about faculty hiring, resource allocation from parent body STES to SKNCOA Principal. It can also be seen through empowerment of individual departments to make decisions, program development etc. by the Principal to lower-level units within the institution.
- **Participatory governance:** SKNCOA involves students, faculty, and community members, in

decision-making processes like student councils and community advisory boards.

- **Digital Technology:** In SKNCOA digital platforms are decentralized to enable students, faculty and staff to collaborate more effectively across departments and locations, enabling efficient and decentralized communication.
- **Participation in the institutional governance -**
- **Faculty and staff governance bodies** – In SKNCOA a forum for faculty and staff to voice their opinions and concerns and to participate in decision-making processes related to curriculum development, faculty hiring, other institutional policies and practices is in place.
- **Student involvement** - SKNCOA provides opportunities for students to have a voice in decision-making processes related to academic policies, student services, and campus life.
- **Community partnerships** - SKNCOA provides opportunities for community members also to participate in decision-making processes and implementation of social welfare projects.
- **Alumni engagement:** SKNCOA Alumni plays an important role in institutional governance by serving on advisory boards, mentoring current students etc.
- **Transparency and accountability:** SKNCOA follows Clear guidelines and procedures for decision-making ensuring that all stakeholders have access to relevant information through regular reports on institutional activities, financial management, and performance metrics.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

SKNCOA abides by the policies that are transparent, consistent, and aligned with its Vision, Mission and Goals. All the Departments as well as individuals, follow the policies and following actions are taken for their effective and efficient implementation.

1. **Deployment of long-term perspective plan:** SKNCOA's Academic Quality Assurance Committee (AQAC) has deliberated to create a long term perspective plan in accordance with its vision and mission. This has led to the inception of SAAD i.e. (Society for Architecture and Allied Discipline) an interdisciplinary forum which integrates all allied disciplines related to art & architecture like sociology, ecology, humanities, engineering, etc.
2. **Deployment of development plans:** Based on the perspective plan SKNCOA prepares reviews and updates a development plan every five years outlining strategies for each year. These continually improved plans provide a roadmap for achieving the institution's mission and goals. These plans are a result of deliberation by the Principal, HOD, teaching and non-teaching members and other stake holders like professional experts, student's representatives etc.

3. **Deployment of Immediate Action plans:** SKNCOA provides opportunity, freedom for each faculty to conduct their own subject / studio so that work outcome is allied with above mentioned plans. Experiments like, lateral and vertical integration of subjects, classes or any other explorations are encouraged.
4. **Policy for Curriculum Development:** Based on the Perspective Plan & SPPU syllabus policy, curriculum development is adopted and all stake holders are involved in it. This policy provides SKNCOA an outline for evolution of curriculum as per vision and mission of institute which remains within SPPU syllabus guidelines. This policy is periodically reviewed for its continual improvement.
5. COA norms, SPPU norms, Parent Institute's bodies are formed. At the same time key team members which include industry experts, Principal, HoD, senior faculty members, and student representatives help to drive the mission. According to this mission SKNCOA develops the administrative set up, prepares organogram and team members are allotted with responsibilities to implement it. This organogram is periodically reviewed and continually further improved upon.
6. **Appointment and service rules:** SKNCOA follows the guidelines given by COA, SPPU & STES society's own guidelines for the appointment of teaching and non-teaching staff. Service rules, performance appraisal, and remuneration to all staff is as per Government of Maharashtra norms. This helps institutional body to follow service rules that are fair, transparent, inclusive and merit based.
7. SKNCOA has established procedures for effective functioning of academic and non-academic works. Academic development includes – core academics, work-shops, seminars, conferences, extracurricular, co-curricular activities. Please refer annexure no. ----- **for procedure details.**

Policy for Diversity, Equity, and Inclusion – At SKNCOA we have diversity among students from rural/urban, regional (within/out of Maharashtra), and various income groups, religion and caste. All of them are provided equal opportunity of participation and growth. Administrative approach is always to balance the gender equity. By adopting this policy institute offers inclusive environment and provides opportunities for learning, professional development, and career advancement.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

SKNCOA under STES makes sustained motivational efforts for employee empowerment through a multi-dimensional system including the following.

- **Performance appraisal system**

SKNCOA under the parent body of STES has established a methodical system for performance appraisal. This system involves stage wise evaluation of the employee by the HoD, which is reviewed by the Principal and reported to the management. Management evaluates the employee performance through criteria based system and appropriate incentive is provided through promotions, salary hike etc.

- **Effective welfare measures for teaching and non-teaching staff**

SKNCOA follows numerous welfare measures deployed by its parent body STES. They are categorized as follows.

Corporative Sector

- Anand bank shares

Healthcare / Hygiene

- Medical leaves

- Maternity leave for women staff - 180 days plus extended maternity leave if required.
- Availability of campus clinic and doctor to provide free medical check-up for the employees, their families and students.
- Provision of medical treatment at concessional rates at Shrimati Kashibai Navale Medical College and General Hospital, Narhe and Sinhgad Dental College and Hospital, Vadgaon for employees and their families.
- Blood Bank.
- On campus Medical Shops.

Personal/ General Welfare Schemes for all staff:

- Earned leave, Half Pay leave.
- Implementation of pay scales, contribution to Provident Fund and Gratuity
- 24 hrs. Availability of an well-equipped ambulance on campus
- Faculty and staff quarters at the campus
- Canteens and Mess facility for students and employees.
- Security guards at institute and residential areas in campus; Police chowky in the campus
- Admission preference to the wards of employees at schools and colleges run by STES
- Free transportation facility for the employees.

Following are the other common facilities available in the campus

- Free parking for staff and students
- Two Nationalized Banks, 3 ATMs and a Post-office
- Medical Store, General Store, separate ladies and gents salons
- Fruit shop
- Laundry services
- Pune Municipal Corporation bus facility
- Fitness/Sports Facilities
- Well-equipped gym
- Swimming Pool
- Tennis court
- Cricket ground
- Indoor Games Centre

- **Avenues for career development/progression.**

SKNCOA motivates and supports its teaching and non-teaching staff for profile and intellectual development as well as professional growth.

Teaching Staff

- Motivates the faculty to pursue higher studies leading to Ph.D.
- Institute organizes Teachers Training Program (TTP) to identify the areas of improvisation in course conduction and resource sharing.
- Registration fee of Faculty development Programs is partially reimbursed.

- Attending workshops, conferences, seminars, short term courses, refresher courses, orientation programs organized by other institutes.
- Membership of professional bodies and participation in activities organized by them.
- Undergoing industrial training programs, industry visits, for knowledge acquisition / sharing.
- Upgrading teaching skills by using modern teaching aids, online resources.
- Interaction with resource persons from industries, researchers and academicians

Non-Teaching Staff

- Attending training programs for skill enhancement in and outside the Institute.
- Encouraging higher studies and participation in organizing technical events.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 26.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	04	12	02	02

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 18.54

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	03	12	02	02

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
009	011	011	011	010

File Description**Document**

Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of the certificates of the program attended by teachers.

[View Document](#)

Annual reports highlighting the programmes undertaken by the teachers

[View Document](#)

6.4 Financial Management and Resource Mobilization**6.4.1**

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:**6.4 - Financial Management and Resource Mobilization**

- **Financial support and other sources:**

The STES's, SKNCOA is a self-financing Institution. Main source of funding are Students fees and receipts of Government and non-Government institutes.

Another major income source includes funds from Government's Social Welfare Department for reserved category students, EWS, EBC etc. which provides equal opportunities and financial support under Free Ship & Scholarship schemes for eligible students.

Additional income sources includes grants from agencies like SPPU for Seminar, Conferences, Examination, research, sports and equipment grants etc.

Finally, Corpus donation and funding from sponsoring body used for various Social and Cultural events organized by the Institute.

- **Strategies for mobilization of resources and funds.**

SKNCOA under STES, has a well-defined structured mechanism to monitor effective and optimum use of resources. It has established the strategies for resources and funds mobilization through a 05 year financial plan which is a part of our perspective plan. These resources include finance, human and infrastructure.

- **Strategies for Optimal Utilization of Resources and Funds**

- **Resource Sharing Strategy :**

The opportunity for resource sharing made available by STES under its various disciplines is the main optimal resource utilization strategy of SKNCOA. Institute follows a methodical system for reviewing the STES funding pattern, providing guidelines and strategies for mobilizing resources to support the implementation of Perspective plan, in line with vision and mission. The strategy makes a vital link between external funding challenges and the continued internal improvements necessary to achieve the objectives.

- **The concept of Value for Money : for optimization of receipts and utilization of resources in SKNCOA**

All over efforts are made for optimization and utilization of available fund/resources only after proper evaluation of its requirements and approval from designated authority by following due procedures.

Emphasis is on ensuring that money is expended on the purposes for which it is budgeted.

- **Deviation regularization:** Variance from the budget is discussed with HOD in terms of

controllable and non-controllable. Corrective actions are prescribed and approved by competent authority and periodically appraised to the Board of Accounts.

Careful planning and scheduling are done so that all the Class rooms, Studios, AV rooms Library and other common facilities are shared thereby ensuring their optimal utilization. There is separate transportation department for optimization of vehicle usage and monitoring on its running & maintenance cost.

- **Audit – Internal & External**

To ensure proper and optimum use of the resources a strict budgetary control on expenditure is exercised as per the provision of the Institute's act.

1. **Internal audit:** STES audit committee reviews income, expenditure, purchase, dead stock register, salary & remuneration, income tax and other benefits like Provident Fund, Group Insurance Schemes, etc. meticulously as per rule. Transparent and accurate report is send by the committee to the college, and SKNCOA comply their suggestions if any.
2. **External audit** is made by an external agency to authenticate and validate balance sheet.

File Description	Document
Upload Additional information	View Document

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Adhering to the vision and mission, SKNCOA has formed AQAC with the aim of Internal Quality assurance to monitor, evaluate, report and implement a holistic excellence through best qualitative practices.

- **Institutionalization of IQAC with respect to outlining a broader strategy.**

The vision, mission along with the perspective plan of SKNCOA was adopted after deliberations among senior faculty, research scholars, industry experts etc. As a part of its Perspective Plan, SKNCOA has formed AQAC – Academic Quality Assurance Committee. In phase 01 a five year Development Plan was prepared to establish fundamental quality assurance systems. In its Phase 02, AQAC was

transformed into IQAC with a broader vision and mission encompassing the social awareness about architecture. This led to the inception of SAAD (Society for Architecture and Allied Disciplines) a knowledge sharing platform for interdisciplinary allied fields of architecture like engineering, arts, sociology, environment, anthropology etc.

- **Quality assurance strategies and processes**

The contribution of AQAC is to offer suggestions in the policy making as well as assert its implementation process. An immediate action plan for AQAC is created before commencement of the academic year.

- **Motivational Strategies:** are outlined and implemented as per the Development plan. AQAC ensures academic quality upgradation through promotional initiatives for faculty and students, to participate in FDP's, competitions, acquire higher qualification.
- **Academic Calendar for fundamental quality enhancement systems:** SKNCOA prepares an academic calendar, as per the yearly Development Plan. Suggestions and corrections in session plan are made before commencement of academic year.
- **Knowledge upgradation processes:** SKNCOA Designs teaching-learning policy by integrating different subjects, application of vertical studio and finally implementation of inter-disciplinary TRC's, workshops, activities etc. is implemented.

- **Structures of operations**

AQAC as core body governs quality control of the institute. AQAC monitors functioning of academic, co-curricular and extra-curricular activities through formation of various committees. They work together to formulate a comprehensive strategy as to look into holistic view as well as at a detailed level.

- **Review of teaching learning process**

For academic quality enhancement a 4 stage review process is adopted. Records of review are maintained and reviewed by AQAC.

- **Methodologies of operations**

- **Flexible and participatory approach:** Overall quality assurance is achieved by providing a flexible and participatory approach to the involved stakeholders.
- **Mentor-mentee system:** SKNCOA has adopted it for creating a trust building motivational system to enhance the learning culture in the Institute.

- **Learning outcomes at periodic levels**

Periodic assessment of work outcome is done. A 03 stage review is conducted and progressive marking is done. Remedial measures for critical students are taken.

- **Incremental improvement in various activities**

Transparency in system functioning is maintained through continual review reports and meetings of all the stakeholders.

Through rigorous quality enhancement measures and adopting a wider vision and mission, SKNCOA has thus institutionalized an official Internal Quality Assurance Cell in January 2023.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

As an Educational Institute, we believe in doing our part in encouraging equal opportunities, gender inclusion and eradicating stereo types to encourage a healthy, equal, and sustainable future for our students. This is achieved by undertaking the following initiatives

1. Promoting Mixed groups of Girls and Boys whenever Group Work is assigned for any subject.
2. Encouraging female students to voice their opinions. This helps in developing confidence in Girl Students to Speak out and that their opinions are important.
3. **We focus on complimenting the student's achievements and ideas irrespective of their Gender and** create an inclusive environment for the Students.
4. We do not segregate **activities given to the students based on their gender. Each Student gets** an equal opportunity to benefit from all different activities.
5. Students irrespective of gender are encouraged to stand up against harassment. There are specific committees appointed to address such Grievances.

Our SKNCOA art circle has performed stage plays on transgender issues & were enlisted in Purushottam Karandak– state level Marathi act competition

CELEBRATION OF DAYS, EVENTS AND FESTIVALS

Celebrations provide an opportunity to indulge in non-academic activities, to bond and break the ice with each other. It deepens the peer relationships and brings the students closer to the staff, making everyone feel like a family.

NATIONAL / INTERNATIONAL COMMEMORATIVE DAYS

5th June - World Environment Day

6th June - Shiv Swaraj Din

22nd June – International Yoga Day

13th July – Guru Poornima

26th July – Kargil Vijay Diwas

12th August – STES Foundation Day

15th August – Independence Day

5th September – Teacher’s Day

2nd October – Gandhi Jayanti

3rd October – World Architecture Day

New Year

EVENTS

Annual Cultural Event

Annual Sports Event

Annual Exhibition of Student’s Works

Annual Workshops

Annual Study Tour

FESTIVALS

Krishna Janmashtami – Dahi Handi

Ganesh Chaturthi

Navratri & Dussehra – Dandiya Night

Diwali

Women’s Day

Rang Panchami

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Our Institute believes completely with the fundamental thought of “Unity in Diversity”. We strive to provide inclusive learning environment where all students - regardless of their ethnicity, physical ability or disability, gender and social or economic background - have equal opportunities to learn and become self sufficient.

This is reflected through our intake of students : students from diverse backgrounds of culture and economy are admitted without bias.

The values of tolerance and harmony are promoted by the institute by making it imperative for faculty and students to respect each other’s views and show empathy and understanding towards everyone.

No students are allowed to tease or bully anyone for any misunderstanding or for simply being incorrect. Similarly faculty is dissuaded from being judgemental or being involved in favouritism.

Every lecture is conducted in English and supported by explanation in Marathi (Local Language). This helps in addressing linguistic issues of Students. Students are promoted to refer literature and books by authors of varied backgrounds and published in local or regional languages for better understanding.

All the Faculty, Administrative staff and students in our institute belonging to diverse cultural backgrounds respect each other’s cultural views, work together and strive for development of the Institute. We celebrate all festivals and important days together as a family without any cultural discrimination.

Similarly, everyone associated with our institute comes from varied economic backgrounds. The Institute strives to accommodate and help those belonging to economic weaker section or undergoing any financial crisis. The students are given flexibility in payment of fees through instalments. Advances are given to Faculty and other staff in case of any emergency or financial crisis.

Our Institute strives to inculcate high moral values in our students. Through daily curriculum and systematic working our students are taught to settle conflicts in a constructive, non-violent, and peaceful manner, support society and civic life, and protect the environment.

Students are aware that they have to be to be accountable for their own actions and face the consequences of their behaviour.

As per SPPU guidelines we have a Compulsory course for all the First Year students based on

Democracy, Election and Governance. The main objective of the course is to introduce to the students, the meaning of democracy and the role of the governance in the constitution of India. The course also helps them understand the various approaches to the study of

democracy and governance.

The students are made aware of their responsibilities as a good citizen of our Country. They are encouraged to Support and defend the Constitution, Stay informed of the issues affecting our country, Respect and obey the Government Laws, Rules and Regulations.

They are also informed about their fundamental rights as the citizens of this country.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1 – EXPOSURE TO CONTEXTUAL VARIATION

1. TITLE : Exposure to Contextual Variation in academic curriculum for enhancing the

understanding of the students is achieved by institute in an organised way.

2. Objectives of the Practice

Students are exposed to the same topic in two or more different situations, which is known as contextual variation. The project or required outcome is kept the same, but the context is altered, increasing the student's awareness of the impact of the context on the final outcome.

Objectives

1. To provide meaning and a sense of belonging to any Architectural project
2. To imbibe that architecture is influenced by the needs and characteristics of its location.
3. To promote architecture that reflects the forms, details, and regional qualities of a building's surrounding landscape.
4. **The Context**

Contextual architecture is relying on the setting and surrounding to create a building that fits into its environment and not building something that contrasts and feels out of place. Responding to context in Architecture helps the building to embody people's way of living, portray a society's character and to construct buildings with cultural significance.

It is due to the desire for mass production and repetition that the buildings today are efficient but ineffective in showcasing our cultural identity.

3D modelling has become a key figure in establishing quick designs as well as quick design solutions. Through the introduction of parametric designs, buildings do not necessarily form an identity but rather an experience. The shapes and complex geometrical patterns replace the contextual significance of the space.

4. The Practice

The exposure to contextual variation is given through the subject of Architectural Design in all semesters.

Planning :

The Design Faculty (semester Wise) conducts meetings before the semester starts to identify the Design Project to be undertaken in the upcoming semester. Once the project is established, the faculty brainstorms to identify varied contexts for the same project which will have major impact on the outcome and provide a good learning experience to the students.

The context can be varied in terms of two / three different sites in the same city or sites are taken in entirely different cities depending upon the grasping level of the students and actual feasibility of visit to the site. Many a times, the Site study is clubbed with the Study tours of the students. This helps them experience the culture and physical setting of the new place and base their designs keeping in mind the context of that place.

In 4th Year semester VIII of Architectural Design, the syllabus requires an Urban Insert project to be undertaken. For this, generally 4 different towns are identified and studied in detail by the students. The urban Insert project is generated through the SWOT analysis of these towns and hence is very context specific.

Implementation :

The faculty prepares a Teaching plan keeping in mind the Architectural Project and the varied contexts as decided. The dates for the Study Tour / Site visits are decided and factored in to the Teaching plan.

The Students are divided into groups and each group is expected to study and analyse the respective town in detail based on parameters defined by the faculty. This detail study including background study, actual site visit and post visit analysis and report (alongwith identification of project for Sem VIII) is completed within 1st 4 weeks of the semester and is treated as a value added Course.

The students then proceed towards their Individual designs based on the earlier group study. This makes sure that they take into account the context of the place while designing.

Since the students are working on 2 to 4 varied contexts within the same class, they learn about various approaches towards design depending upon each context. Even though each student is working on a single project, they get an overview of 4 different projects through peer observation and intermediate reviews.

5. Evidence of Success

The success can be seen through the variety of output in student's work and portfolios which is context based. Stress is given on the context and location of the project, hence we see better resolved and conceptually sound designs.

The students are doing better on their projects because they know why they are doing them; they appreciate the work and learning; and they reflect positively on their new skills and talk about applying them in the future.

They can check their own learning and compare them with their peers, and this encourages them to identify materials they need to learn better.

Another indicator of success is more and more 5th year students opting to work on environment, sustainability and culture oriented projects by their free will.

6. Problems Encountered and Resources Required

Achieving exposure to varied contexts often involves extensive communication between the management, faculty and the Students in order to ensure that everyone is clear on what is being requested and expected. Lack of communication or miscommunication sometimes makes it difficult and time consuming to bring everyone on the same page. When team members are uninformed about the expected outcome and the strategies to get that outcome, they may make decisions that aren't aligned with those goals.

Proper systems need to be devised to produce, compile and manage all the necessary data in a student friendly manner. Formats need to be made for proper documentation of all the stage wise design activities.

Lot of planning and efforts are required for smooth and transparent conduction of Design Studio, evaluation and declaration of the result.

It is a challenge to convert the learnings from each and every studio exercise into tangible and measurable components.

7. Notes (Optional)

Keeping in mind our vision we have planned policies & strategies to achieve best practices in our institutional working.

Following are the core pointers to achieve our best practices which are based on our experiences, factual environment, scientific management fundamentals, also keeping in mind regulations of competent authorities.

1. Working within framework of regulatory bodies at multiple levels.
2. We believe in leading by example
3. Setting achievable targets corresponding to global practises
4. Exploring development through appropriate strategies & open work culture
5. Transparency in defining the academic curriculum and Evaluation Methods

We believe in teamwork for achieving success.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

PARENT BODY SUPPORT FOR USING INNOVATIVE AND FLEXIBLE METHODS OF TEACHING AND LEARNING

STES, the parent organisation, was founded in 1997 and has the same objective for educational excellence as a university. It is dispersed throughout 85 institutions, including primary and secondary

schools, colleges of arts, commerce, and science, as well as those for medicine, engineering, pharmacy, nursing, hotel management, MBA, law, and architecture.

85+ total institutes, 5000+ faculty members, and 50,000+ students have all been successfully attained in the past 28 years. There are two architecture institutes with 240 students.

We therefore have our own internal database of various streams and subjects, as well as resource expertise. Studying on a campus this size enhances the learning environment by giving students more options for electives.

The fact that both institutes have an adequate number of faculty members with a variety of backgrounds, qualifications, and ages, provides students with internal academic flexibility.

The central library serves as the knowledge hub for all engineering and business management requirements of architectural students.

To help students develop their talents, our institution believes in exposing students to a wide range of enterprises' and industries' extended knowledge. This is accomplished by hosting seminars with renowned architects and experts in related fields, conducting research with national level institutes of multidisciplinary streams, hosting guest lectures, hosting hands-on workshops with artists- Skillman's, hosting field studios with industry experts, and fostering peer mentoring among our PG students and Alumni. As a result of receiving valuable knowledge, expertise, and assistance from professionals, our students and instructors are better equipped to teach and learn.

Our institute consistently takes the initiative to support various organisations, including universities and their bodies, schools, DTE, COA, Green council, municipal corporations, etc. by organising, documenting, raising awareness, offering proposals and solutions etc. This outreach fosters solid relationships between our institute's teachers and students and the appropriate authorities, which benefits both parties.

A widespread effect of Post-COVID on the educational system (students) was seen in the loss of writing ability owing to online exams, stress, and the loss of learning culture in institutions.

Therefore, the goal of the institute after two years of depressed mindset of students, was quick comprehension, and passion in teaching learning methodology.

The institute made every effort to arrange site visits, guest lectures, study tours, exchanges with industries, etc. to foster interest and confidence. Vertical and horizontal information interchange, avoiding duplication of work and maximising the use of the data collected is the focus of our faculty team. Students are made aware of the importance of time management and are expected to adhere to the academic schedule and submission dates.

The institute has arranged numerous activities over the years in association with varied organisations as listed below. This provides a significant stage on which to work alongside local, national, or international organisations and demonstrates the academic flexibility and willingness to learn, exchange knowledge, and do research. The same benefits the instructors as well as the student and provides exposure and a global perspective.

1. Thesis exchange programme with MANIPAL UNIVERSITY architecture dept.
2. NASA participation in trophies since 7 years
3. Consultancy of proposed garden with corporate sector- Pandharpur Corporation
4. Cultural Mapping studio of saswad – 4 days field studio with Singapore University faculty and SKNCOA faculty.
5. Research with Geriatric society of India – Gadget design for aged people
6. MoU with ASSOCHAM- Green Building Council
7. Conservation of Bhuikotkilla at solapur Municipal corporation smart city
8. Waste management certificate workshop in collaboration with environmental engineering reputed agency.

The Institute allows students complete choice when choosing a thesis topic or professional training company. The institute has provided students option for selecting their guides: by topic preference and according to the guide's expertise.

The subject mentor makes an effort to create and research effective teaching strategies for the subject.

Proper Time Management is done to impart a variety of knowledge by combining numerous disciplines and producing an all-encompassing result. This prevents repetition and duplication while giving scope to explore variety in the topics covered in class.

The use of Innovative teaching techniques in the classroom is crucial. Otherwise, Teachers would be haphazardly projecting material that doesn't connect with students or interest them. Innovative Teaching Learning Strategies foster engagement, connection, and enthusiasm in our Students.

Our Students will benefit from the critical thinking, sense of adventure, and adaptability that innovation in education inculcates. It will offer them the skills, confidence and tools they need to tackle the challenges they might face at their future workplace.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Over the course of our 75-year history, our institution has experienced significant growth and expansion. Our student intake has doubled from 40 to 80, and we have introduced a postgraduate course in Landscape Architecture as well as two certificate courses. This notable progress showcases our commitment to providing enhanced educational opportunities and meeting the evolving needs of our students.

Our Institute's field studio program has garnered significant recognition and praise at the national level, highlighting its effectiveness in providing valuable practical learning experiences. We have taken the post-corona effect into consideration and are adapting our teaching and learning methods accordingly. Additionally, there are plans for an upcoming international conference organized by SAAD. The results and placements of our students have been consistently favourable, showcasing their readiness for professional endeavours.

Moving forward, our next year's development plan aims to address our weaknesses and capitalize on the opportunities to further enhance our institution's growth and success. To mitigate the challenges, the institution will focus on enhancing the curriculum by incorporating more flexibility and practical application. Strategies for admissions will be developed to address the impact of the pandemic. Establishing a strong research culture, integrating technology, and balancing global and local values will be given importance. Building industry partnerships, fostering faculty development, and upgrading resources are also essential steps. By implementing this plan, the institution will overcome challenges and create a conducive learning environment for students.

Concluding Remarks :

The Smt. Kashibai Navale College of Architecture has several strengths, including its affiliation with a well-established parent organization, a pedagogy-based learning approach, and support for students through scholarships, and well-equipped facilities. The campus provides a conducive environment with interactive green spaces and a focus on ICT and e-governance. The college actively participates in competitions, promotes personal development, offers multidisciplinary streams, and prioritizes collaboration and faculty development.

However, the institution faces challenges such as limited flexibility in the curriculum, reduced teaching time due to semester pattern exams, the impact of the pandemic on admissions, and a lower emphasis on research publications. There is also a need to bridge the gap between theoretical knowledge and practical application, adapt to technological advancements, and balance local values with global educational standards. Efforts are being made to upgrade the curriculum and resources to meet industry requirements.

Despite these challenges, the college has opportunities to leverage its newly established status, highly educated leaders, and dedicated faculty. Its central location, visionary parent body, large intake capacity, and well-equipped campus provide a solid foundation.

Our institution has devised strategies and policies to ensure the implementation of best practices in our daily operations.

1. Adhering to the guidelines and regulations set forth by regulatory bodies at multiple levels.
2. Emphasizing the importance of leading by example, where faculty and staff serve as role models,

demonstrating integrity, dedication, and excellence in their work.

3. Setting achievement targets that align with global practices, encouraging continuous improvement and striving for excellence.
4. Employing appropriate strategies and fostering an open work culture that promotes innovation, collaboration, and adaptability to address the evolving needs of the field of architecture.
5. Firmly believing in the power of teamwork, where students, faculty, and staff work together to achieve shared goals and contribute to the success of the institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :10</p> <p>Remark : Input edited excluding the lecture series which is of less than 30 hrs.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>201</td> <td>289</td> <td>268</td> <td>106</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>87</td> <td>268</td> <td>106</td> <td>28</td> </tr> </tbody> </table> <p>Remark : Input edited excluding the lecture series which is of less than 30 hrs.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	201	289	268	106	28	2021-22	2020-21	2019-20	2018-19	2017-18	87	87	268	106	28
2021-22	2020-21	2019-20	2018-19	2017-18																	
201	289	268	106	28																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
87	87	268	106	28																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 305</p> <p>Answer after DVV Verification: 338</p> <p>Remark : Input edited from supporting documents provided for clarification</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

40	95	66	78	80
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
40	95	66	78	80

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	47	25	35	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	47	32	35	28

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	57	57	47	47

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	57	57	47	47

Remark : Input edited from supporting documents provided for clarification

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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0	0	0	1	2
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	01	0	01	01

Remark : Input edited from supporting documents provided for clarification.

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

2.6.3.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
96	81	25	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
96	81	25	0	0

2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
101	85	26	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	85	26	0	0

Remark : Input edited from supporting documents provided for clarification

3.1.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.12	0.20	0	0.18	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.32	0	0	0.18	0

Remark : Input edited from supporting documents provided for clarification.

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification : 9

Answer After DVV Verification :09

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43.58	74.82	100.60	00	30.39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.28	0	7.50	20.34	4.77

Remark : Input edited as per the expenditure for infrastructure development and augmentation, excluding salary.

4.3.2 **Student – Computer ratio (Data for the latest completed academic year)**

4.3.2.1. Number of computers available for students usage during the latest completed academic year:

Answer before DVV Verification : 75

Answer after DVV Verification: 60

Remark : Input edited from supporting documents provided for clarification.

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17.45	43.36	14.57	34.75	7.58

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10.38	39.88	17.77	41.46	3.69

Remark : Input edited as per the expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary

5.1.2 ***Following capacity development and skills enhancement activities are organised for improving students' capability***

1. ***Soft skills***
2. ***Language and communication skills***
3. ***Life skills (Yoga, physical fitness, health and hygiene)***
4. ***ICT/computing skills***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	41	09	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
85	73	25	0	0

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	41	09	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
49	41	09	0	0

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
101	84	25	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	85	25	0	0

Remark : Input edited with reference to metric 2.6.3

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	9	2	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	03	04	02

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	18	31	12	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	03	12	02	02

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
09	11	11	11	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
009	011	011	011	010

Remark : 6.3.3.2-Input edited from supporting documents.

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>338</td> <td>396</td> <td>312</td> <td>264</td> <td>185</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	338	396	312	264	185
2021-22	2020-21	2019-20	2018-19	2017-18							
338	396	312	264	185							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
338	396	312	264	185