SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PIMPRI CHINCHWAD EDUCATION TRUST, S. B. PATIL COLLEGE OF ARCHITECTURE AND DESIGN

SECTOR NO-26, NEAR AKURDI RAILWAY STATION, PRADHIKARAN, NIGDI 411044

www.sbpatilarchitecture.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

S. B. Patil College of Architecture & Design is managed by Pimpri Chinchwad Education Trust (PCET), the society with an aim of promoting quality technical education. The trust has completed 25 years of dedicated services in technical education and runs seven institutions on two campuses in Nigdi and Ravet.

SBPCOAD - The Architecture College in Pune started in 2014 at its Nigdi (Akurdi) Campus. The College is approved by the Council of Architecture, New Delhi (COA), Directorate of Technical Education (DTE), Government of Maharashtra, and is affiliated with Savitribai Phule Pune University (SPPU). The institute, running a full-time 5-year B. Arch Degree course, is regulated by a team of well-qualified and dedicated faculties which includes practicing architects, engineers, and Allied design field experts.

The college's new building is functioning with around 10500 square meter's floor area which includes 13 studios, 7 classrooms all equipped with LCD projectors, material museum, workshops, climatology lab, computer lab, sessional submission room, and well equipped Digital and conventional library. A construction yard facility is provided for students on hand experiential learning. The campus facilities include Hostels, Mess, Canteen, ATM, a stationery shop, a photocopy centre, Gymnasium, Sports grounds for various sports, Security system, and CCTV surveillance.

The Institute has opted for Outcome based education which focuses on Course Outcomes and program outcomes and also undertakes timely assessments of academics and also engages students in co-curricular, extra-curricular and social activities. Activities like International and National Study tours, seminars, workshops, site visits and case studies are carried out for various subjects.

Graduated students from the Institute are involved in their own Professional Practice or are employed at good architectural firms all around Maharashtra and India. Few students have also opted for post-graduation courses in India and abroad.

The positive support from the Management has always given a boost to an influx of ideas and intellectual growth of the institute. The college also follows a vertical connection between the students so as the students have a healthy conversation from the First to Fifth Year of academics.

Vision

To Empower the students with Knowledge, Values, Skills, Creative lateral thinking and also enable them to become Entrepreneurial Architects while safeguarding the Global, Societal and Environmental issues with their Innovative Design.

Mission

- To impart knowledge-based skills and develop technically sound professionals who will function as Entrepreneurial Individuals.

- Provide quality education by making them aware of the latest building technology; facilitate them to create Innovative Designs and use of up-to-date software's.
- To build their confidence and sensitize them to the prevailing issues by appropriate guidance, seminars and lectures of Experts on topics related to their course as well as other Environmental issues like Water crisis, Global warming and Disaster Mitigations.
- Make them future –ready by interactions with the stalwarts of the industry and related Allied fields.
- To instil moral values through discipline and create responsible adults by providing proper direction and counselling.
- We are committed to comply with all the applicable requirements of the organization which includes applicable requirements of statutory & regulatory authorities, relevant interested parties, PCET trust and SBPCOAD.
- We are also committed for actively participating in continual improvements in our Vision, Mission and EOMS (Educational Organizations Management System) and fulfil our social responsibility along with ethical and respectful management of all intellectual property.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Effective planning and delivery of curriculum, preparation of academic calendar, teaching plans and assessment plans.

2. Introduction of subjects to students to make them understand the importance of the new knowledge while delivering the content which would be suitable to them to understand by conducting site visits, case study, references of works of great architects, display of all teaching material in exhibition hall and library.

3. Well planned, spacious, airy, ICT enabled Classrooms and studios, E resources for effective teaching and learning process.

4. Good infrastructure confirming to Council of Architecture, New Delhi Norms with well-equipped Computer Lab, Library, Material Museum, Electrical and Acoustics Lab, Surveying Lab., environmental Lab, Model Making & Carpentry Workshop, Exhibition Space, Multipurpose Hall, Girls and Boys common rooms ,etc.

5. Choice based elective and Audit courses as per Savitribai Phule Pune University (SPPU) Curriculum.

6. Mentor- Mentee system for better student support and teacher-student interaction.

7. Outcome based education system implemented for better academic output.

8. Identification of slow learners and bright students for effective delivery of curriculum.

9. Organization of expert lectures, seminars, webinars to impart practical knowledge to the students.

10. Collaboration and linkages with Architectural Institutes, firms and organizations for global illustration of the latest trends.

11. Organization of International and National Study tours for students exposure to heritage, vernacular architecture as well as modern construction and development.

12. Effective grievance Redressal system.

13. Focus on co-curricular, extra-curricular and extension activities like YRF, NSS, etc. leading to holistic development of the students.

14. Safe, secure, gender sensitive, inclusive, disable friendly environment for the students.

15. Clean, green, energy efficient and environmentally friendly campus for health and well-being of the staff and the students of the campus.

16. Security system and CCTV surveillance for added safety of staff and students.

17. Activation of alumni body for interaction with alumni. Initiatives taken to induce confidence in students to remove fear from their minds to be inquisitive and ask for doubts at any point in the teaching learning process so that students get more interested in the subject and get actively involved in architectural education.

Institutional Weakness

1. Lack of Teachers participation at University level activities like membership in Academic Council/ B O S membership/ Design & development of curriculum for the various courses of the affiliating university.

2. Research publications by faculty members in reputed UGC approved journals are lacking.

3. Lack of Funds / Grants received from non-government bodies, individuals, and philanthropists to reinforcing the research culture in the institute.

4. Limited Alumni contributions are to the young age of the Institute and pandemic times.

Institutional Opportunity

1. Focus creation of environment for organizing various STTP/FDP/Conferences

2. Motivating and providing support to faculties for their research and publication.

3. Introducing new UG/PG programmes, Certificate courses.

4. To strengthen Architectural Design Cell and Research projects.

5. Ecosystem for innovation including incubation center and other initiatives for creation and transfer of knowledge.

6. Scope for interdisciplinary and sponsored projects.

7. Opportunity for sensitizing students towards entrepreneurship.

8. Starting a career counseling center for improving students success in competitive examinations and acquiring higher studies

9. Strengthening the alumni association

10. Establishing facilities for gymnasium and sports to improve students' performance at national and international level.

11. Focus on environmental issues, challenges and student awareness towards sustainable development.

Institutional Challenge

1. Transformation of the overall teaching learning process from offline mode to online mode due to the current pandemic.

2. To conduct various activities through knowledge sharing sessions to fulfill the needs of the vision of the college.

3. Professional competitiveness and peer pressure is a challenge that the Institute will have to keep excelling by guiding the budding Architects with Teaching and Learning.

4. Development of Research cell and Student Career guidance center.

5. Entrepreneurship Development Cell and Alumni Association have to be activated. Professional Ethics and proper code of conduct in career to be imbibed in students which is a challenge in itself.

6. Bringing Environmental and energy awareness should be considered as opportunity in disguise of a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute, S.B. Patil College of Architecture (S.B.P.C.O.A.D.) is affiliated with Savitribai Phule Pune University (S.P.P.U.) Pune and approved by the Council of Architecture since 2014.The Institute follows the curriculum developed by the University for the Patterns 2015 and 2019.

For effective planning and delivery of curriculum the institute has developed a structured method. For the effective curriculum delivery, the Institute has facilities like well-designed ICT enabled classrooms, studios, e-resources. The teaching learning process is evaluated through the Progressive assessment conducted by subject

teachers at different stages subject wise.

Sessional Exams and theory exams are being conducted as per the University Guidelines. Teachers of the Institution participate in Assessment /evaluation process of the affiliating University and Setting of question papers for UG programs

Site visits, Case studies are being conducted as a part of co-curricular activities. Expert Lectures and guest lectures are being organized at institute level as a part of co- curricular activities

The choice based elective courses are being conducted as per the course structure as per 2015 pattern. Audit Courses are being conducted as per the course structure as per 2019 pattern. Add on/Certificate programs are being conducted at institute level to make students industry ready.

Cross cutting issues i.e., Human values, environment and sustainability, Gender equality and professional ethics are being addressed through various courses during the program.

Students are encouraged to engage themselves in activities addressing experiential learning through fieldwork, project work etc.

Syllabus feedback of various stakeholders was conducted and analysis was submitted to the IQAC.

Teaching-learning and Evaluation

At SBPCOAD, Students are enrolled as per University and Council of Architecture, New Delhi guidelines.

Institute takes efforts to serve students of different cast, religion, backgrounds and abilities, through effective teaching-learning. Process of admitting the students to programmes is through DTE which is the well administered mechanism, complying with all the norms of the state and central government. Average enrolment in the past five years is approximately 90%. Institute is still in the budding phase and have only three batches graduated till today.

The Institutes identifies the strengths and weaknesses of students in teaching and learning processes, assesses the learning levels and organizes special Programs for them.

Institute has provided state-of-the-art-infrastructure and the other facilities for education and it is providing learner centred education through appropriate methodologies such as participative, experimental and collaborative learning to facilitate effective learning.

The Institute has adopted methodologies such as participative learning like construction yard activity, experiential learning like group presentations and Problem-solving methodology like settlement study tours to facilitate effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning.

The student- teacher ratio is maintained as per Council of Architecture, New Delhi guidelines.

Record of average percentage of teachers in the institute is maintained.

The Institution uses transparent and robust mechanism of internal assessment in terms of frequency and mode. Institute observes transparent, Time-bound and efficient mechanism to deal with internal and external examination related grievances.

Institute ensures students' participation at are selected to work on the various committees or bodies of the college. Continuous assessment of students' progress is being monitored.

Academic and other related issues of students are addressed by Mentors appointed from the faculties.

Teachers and students know course and program outcomes offered by the institution. Attainment of programs outcomes and course outcomes of each student are evaluated by the institution.

Course outcomes (CO) for each course are decided and these are monitored through the academic records by each faculty that includes teaching plan, results of internal and external evaluation, CO, PO attainments, etc.

Research, Innovations and Extension

Though the institute is established in 2014 and only 3 batches have passed out, the institute is constantly taking efforts to promote research activities and collaboration.

The institution encourages the students and faculties to take up the research activities through their final year projects. The institution is taking an effort to establish a design innovation Centre in association with the affiliating University and has initiated the steps to establish the Incubation Centre. Faculties are encouraged for the publication and participating / organizing the conferences.

The institution carries out extension activities with an active involvement of students. This ensures students' sensitization towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society.

The institute is continually trying to create a research culture through various collaborations and the linkages.

Infrastructure and Learning Resources

The new college building is functioning with 10500 square meters floor area equipped with modern facilities and infrastructure that fulfils and exceeds the Council of Architecture, New Delhi norms (CoA norms approved by Ministry of Human resource and Development Govt. of India in 2020 for all Architecture colleges in India).

The infrastructure & learning resources includes well-equipped studios, Lecture rooms, Material Museum, Environmental and climatology lab, Computer lab, Surveying lab, Model making & carpentry lab, Electrical and lighting lab, Well-equipped digital and conventional library, Exam room, Administration office, Staff rooms etc.

All classrooms and Studios are spacious, fully TCT enabled with facilities like Internet facilitated Computer, Projector with Screen, Webcams, Speakers, Headphones, well designed desks and Drafting tables.

The material museum exhibits samples and catalogues of various building materials including timber, roofing

materials, false ceiling, partitions, glass fixtures, hardware, plumbing equipment etc. Institute has developed learning facility like Environmental and climatology lab, Surveying lab, Model making & carpentry lab, Electrical and lighting lab etc.

Library houses quite a good number of print & electronic resources in the field of architecture which fulfils the teaching, learning & research needs of the users. SBPCOAD library holds the collection of 2768 books including 1231 titles. Periodical section has collection of 6 International, 23 National Journals & Magazines.

SBPCOAD support students in achieving complete development through student centered activities, nurturing skills and knowledge.   The activities comprise Sem inars, Expert talk, Workshops, Panel Discussion, Volunteering in Social activities, Sports & all Cultural events.

The campus provides a large Playground of more than 2000 students ' capacity for outdoor sports. A well-manicured landscaped for recreation is dedicated for students for hosting cultural outdoor events, inter college events. Indoor games are promoted as a common activity room for students.

Institute facilitates students to organize technical events like Quiz, Seminars, and Workshops, Yoga activities with state of the art multipurpose hall are conducted to escalate the student's talent and also provides needed logistic support like security, equipment, technical manpower etc. for developing the managing skills of students.

Student Support and Progression

The criteria highlight the various programs undertaken by the Institute for overall development of the student. It helps to enable students with necessary assistance to acquire learning experiences at Institution which facilitates their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

S.B. Patil College of Architecture and Design is affiliated with Savitribai Phule Pune University, Pune (SPPU) has formed student's council and various committees to engage in a structured partnership with teachers, students, and management in the operation.

These committees facilitate a platform for students to resolve their issues related to academics, reservation, and any other personal problems.

Our college students also conduct and participate in various co-curricular & extra-curricular activities such as guest lectures, workshops, exhibitions, study tours, construction yard activities, sports, cultural, convocation, induction programs, etc.

Our college places on imparting the required techniques and skills for promoting personal and professional effectiveness.

Also various events are conducted in the college which provides an interaction amongst students and all other staff members like Tree Plantation, Yoga Day and Wall Painting.

Governance, Leadership and Management

S. B. Patil College of Architecture & Design is managed by Pimpri Chinchwad Education Trust (PCET), the society with an aim of promoting quality technical education. The trust has completed 25 years of dedicated services in technical education. Governing body, College Development Committee (CDC), Principal and Internal Quality Assurance Cell (IQAC) play an important role in achieving overall academic excellence through creativity and innovations. The Institute seeks its vision and mission through well designed perspective and strategic plan that outlines various measures to be taken for growth / development of institution which mainly focuses on enhancement of teaching learning processes, to nurture value-based, creative and critical learning, promotion of research, holistic development of students, to enhance academia Industry interface etc. The Institution practices decentralized and participative management in all its activities such as administrative, academic and non-academic by involving all. Various academic and administrative committees are formed such as Anti-Ragging Committee, Women grievance Committee, Grievance committee, Reservation Grievance committee, tc. to achieve effective implementation and monitoring of various policies, regulations, guidelines at various levels. Institute has implemented e-governance in areas of finance and accounts, student admission and support and examination.

The institute has effective welfare measures for teaching and non-teaching staff. Faculties are encouraged to attend/ organize workshops, guest lectures, study tours, hands-on experience activities, conferences, seminars, to publish research paper, consultancy etc. Institute has well-designed annual Performance Appraisal system based on content development, mentoring, portfolios handled-Yearlong, Periodic and Developmental. The Institution is on a self-financing basis and ensures effective and optimal utilization of fund. The main objective of IQAC is to set up systematic and well organized modes of operation in college both at Academic and Administrative level for teaching- learning quality enhancement.

Institutional Values and Best Practices

S B Patil College of Architecture and Design is a place where students become able to connect their intellect and skills with society and context. The institute ensures the universal learning environment for both the genders and all the classes of society and economic classes. Equity here is not only about giving equal opportunity, but also a sensible approach to understand the strengths and weaknesses of all the individuals and then making them able to take advantage of opportunities.

The academics and teaching learning process does consider capacity building of students and faculty for sustainable development, respect and value for the Nation, heritage and each sector of society. The institute is on the path of building up sustainable infrastructure. The campus is completely day lit and well ventilated. The architecture of the campus helps saving electricity bills on lighting and climate conditioning, and the fixtures like lights and fans too are energy efficient. The waste is segregated and also there is a culture of innovative practices of up cycling. This creativity is very much seen in the installations done in the campus during festive time.

The campus is pedestrian friendly, there are a number of open spaces which are landscaped well and can be

accessed by all. There is a ban on use of plastics in the campus and if it comes with the packaging materials, it is sent for recycling.

90% of the spaces in the campus are accessible by wheelchair. The campus is fire-safe, clean and very well maintained.

The values for nation and raising awareness and consciousness about responsibilities for nation are inculcated in the academics as well as in extra-curricular activities and societal concern projects. The institute has a code of conduct for students and also for research activities, which is introduced to the students and also to their parents immediately after admission in the orientation program.

The institute is very much culturally active and student's council along with all the SBPCOAD family celebrates festivals of national, regional and cultural importance.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PIMPRI CHINCHWAD EDUCATION TRUST, S. B. PATIL COLLEGE OF ARCHITECTURE AND DESIGN
Address	Sector no-26, Near Akurdi Railway Station, Pradhikaran, Nigdi
City	Pune
State	Maharashtra
Pin	411044
Website	www.sbpatilarchitecture.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mahendra H. Sonawane	020-27659199	9422309488	-	sbpcoad@gmail.com
IQAC / CIQA coordinator	Shirish J Morey	020-27659198	9823278061	-	s.morey@sbpatilarchitecture.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	04-08-2014

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
COA	View Document	08-08-2021	12	Programme BArch is recognized by Council Of Architecture

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Sector no-26, Near Akurdi Railway Station, Pradhikaran, Nigdi	Urban	10	10499.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BArch,Architecture	60	Passed HSC its equivalent with PCM or Passed 10+3 (Diploma) and obtained qualifying marks in NATA (CoA)	English	120	104

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				3				8				25
Recruited	2	1	0	3	2	4	0	6	2	20	0	22
Yet to Recruit				0				2				3
Sanctioned by the Management/Society or Other Authorized Bodies				0				1				5
Recruited	0	0	0	0	0	1	0	1	0	5	0	5
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	6	3	0	9
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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	1	1	0	2	5	0	1	22	0	32

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	8	4	0	12

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	185	9	0	0	194
	Female	264	5	0	0	269
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	6	0	2	1
	Female	3	3	3	1
	Others	0	0	0	0
ST	Male	1	0	1	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	10	17	3	6
	Female	14	13	3	15
	Others	0	0	0	0
General	Male	18	9	5	5
	Female	29	25	14	23
	Others	0	0	0	0
Others	Male	28	13	12	10
	Female	21	8	15	19
	Others	0	0	0	0
Total		130	89	59	80

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the Institute. The key principles of NEP such as diversity

	for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity will be incorporated in teaching learning process and planning of assignments and activities. In view of the NEP, Institute has to initiate activities for inter/multidisciplinary research and academics. Academic program can be modified to include Multidisciplinary /Interdisciplinary courses as electives. Inter/ Multidisciplinary academics or Research activities can be initiated in collaboration with allied fields like applied art, engineering, digital communication, management, marketing, etc.
2. Academic bank of credits (ABC):	As per National Education Policy 2020, the Academic Bank of Credits (ABC) has been envisaged to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country with an appropriate "credit transfer" mechanism from one program to another, leading to attain a Degree/ Diploma/PG-diploma, etc. We are currently following SPPU B Arch 2019 Pattern syllabus for 1st, 2nd and 3rd Year B Arch. and SPPU B Arch 2015 pattern Syllabus for 4th and 5th Year B Arch. Batches. The SPPU syllabus has been designed such that the professional core subjects are supported by building science and technology courses, professional ability enhancement courses and the elective courses. The professional ability enhancement courses and the practical training of one semester focus on connecting the students with the practice. The elective courses enable an exposure to some other domain or nurtures the students' proficiency or skill. The Audit courses are introduced to acknowledge the knowledge that the student seeks in his/her area of interest but not directly contribute to the CGPA. As per the University guidelines, the course is structured upon the Credit System Based Assessment.
3. Skill development:	Architecture being a skill based professional course, the Institute is already taking efforts regarding skill Development in the students. The Institute organizes various hands on workshops, Construction Yard activity, case studies, site visit, seminars, guest lectures, etc. Add- on courses on topics apart from University curriculum will be introduced to enhance skills of students in allied topics. A well-equipped

	Computer lab with essential architectural software will assist students in skill development with respect to use of drafting and presentation software. For this the institute has already provided Software like AutoCAD, Autodesk REVIT, Corel Draw, Photoshop, Sketch Up, Rhinoceros, etc. We are also encouraging students to opt for NPTEL courses and other vocational courses available in online and offline mode. The Institute's values are based on virtues like truth, righteousness, peace and non-violence and we are taking up initiatives to build a strong and resilient generation of architects with good moral and ethics. Universal human values are taught and introduces to students right from their Induction program till they complete their graduation from the Institute.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Though use of local or Indian regional languages is not specified in the University guidelines we have always been inclusive towards students from different geographical and linguistic settings. We encourage interaction in local languages and also introduce students to national language Hindi through discussion .State language Marathi is also appreciated through celebration of Marathi Bhasha Divas.
5. Focus on Outcome based education (OBE):	Our institute has implemented outcome-based education with clearly stated Program Outcomes and Course Outcomes. All course teaching pattern are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contributes proactively to economic, environmental and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy. All course syllabus have been designed with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP.
6. Distance education/online education:	Due to COVID -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from

distant geographies. Opening up of the economy including that of educational institutions has paved the way of adopting hybrid mode of education combining online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
61	61	62	50	36

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
438	365	362	314	233

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
78	78	39	52	52

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
70	62	49	0	0

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
41	33	28	24	19

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
34	32	27	23	20

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 21

4.2

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

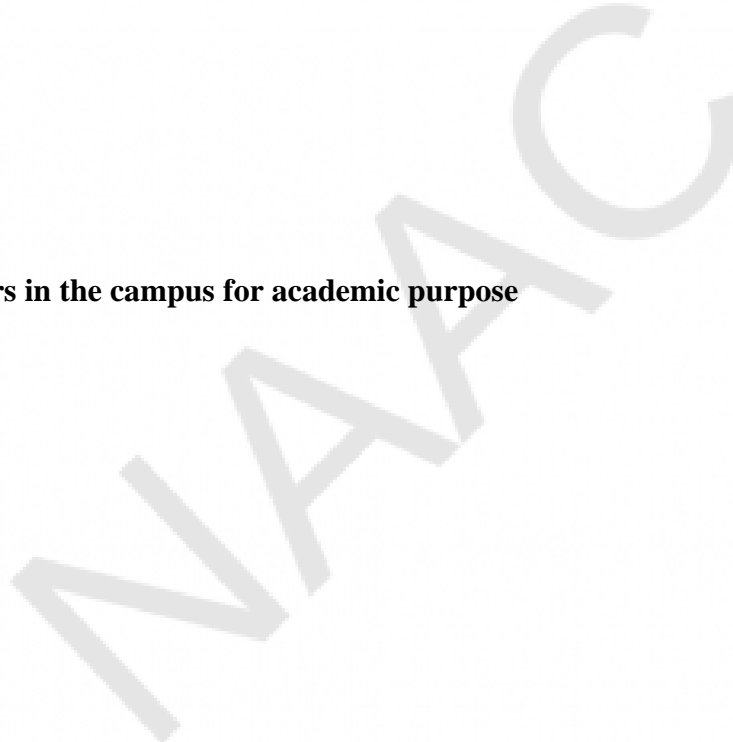| 2020-21	2019-20	2018-19	2017-18	2016-17
244	305	157	153	114

4.3

Number of Computers

Response: 120

4.4

Total number of computers in the campus for academic purpose

Response: 103

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

- The Institute, S.B. Patil College of Architecture (S.B.P.C.O.A.D.) is affiliated with Savitribai Phule Pune University (S.P.P.U.) Pune and approved by the Council of Architecture since 2014.
- S.B.P.C.O.A.D. provides one UG program in Architecture i.e. B.Arch.
- As an affiliated institute the college follows the curriculum developed by the University for the Patterns 2008/12, 2015 and 2019.
- The institute has defined structured documented method for planning and delivery of curriculum.

Planning of Curriculum

- The Institute prepares its own academic calendar annually based on affiliating University academic calendar and adheres to the same.
- The Institute follows the commencement and concluding dates for the semester per academic year, set as per affiliated University academic calendar.
- Academic calendar also considers local and public holidays, events to be organised at institute level, sports, cultural events and In- semester examinations to be conducted during the semester.
- The workload of all faculties is assigned by the institute's Academic Coordination Team.
- Teaching plans for each subject are being prepared by the subject faculty based on the University curriculum.

Delivery of Curriculum

- University provides the structure of the curriculum of each year of study that provides a clear information on number of lectures per week, duration, total number of credits, method of assessment, etc. This document is used by academic coordination team to ensure effective delivery of the curriculum.
- The Institute has facilities like well-designed ICT enabled classrooms, studios, e-resources for effective curriculum delivery.
- Theory lectures and studios are conducted as per the time table based on syllabus and teaching plans, for effective teaching learning process.
- Academic Co-ordination Team monitors the conduction of lecture & studios.
- Site visits, Case studies, market surveys by students are being conducted as a part of co-curricular activities.
- Expert Lectures and guest lectures are being organized by faculties at institute level as a part of co-curricular activities for students' interaction with the industry experts to impart practical knowledge.
- Audit Courses are being conducted as per the 2019 pattern course structure.
- The choice based elective courses are being conducted as per the University course structure.
- The respective subject meetings being conducted at the University level are being attended by the

respective subject faculties and M.O.M. for the same are referred during the teaching process for the semester.

- Academic coordination Team conducts the review of delivery status and monitors the CO/PO.

Evaluation

- The teaching learning process is evaluated through the Progressive assessment conducted by subject teachers at different stages subject wise.
- In-semester examination for theory subjects is conducted as per guidelines by the University.
- Notices for all the events and examinations are circulated to the students through Emails.
- Sessional Exams and theory exams are being conducted as per the University Guidelines.
- The outcome of all assessments is shared with Students and displayed on notice boards.
- Various analyses are conducted and submitted to the examination committee and IQAC.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The Institution adheres to the academic calendar

- The Institute, S.B.Patil College of Architecture follows the S.P.P.U (Savitribai Phule Pune University) Academic Calendar.
- The Institute prepares a college Academic calendar as per University calendar which specifies commencement and conclusion dates of each semester.
- The subject faculties prepare Teaching plans and Assessment plans as per the University curriculum, college time table and college Academic calendar.
- The Institute class coordinators of respective classes prepare and share the In-semester examination, Midterm submission, End Term submission schedule for all years as per University and college Academic calendar.
- Final sessional Submissions, sessional viva and theory examinations are conducted as per the University schedule.

CIE (Continuous Internal Evaluation)

- Regular, stage wise checking and evaluation of In-semester examination/assignment, Midterm submission, End Term submission and assessment for progressive and final works is done by the Subject faculties.
- Schedules of In-semester examination / assignment, Midterm submission and Final submission are communicated to students by respective Class coordinators

- Final theory exam and Sessional viva schedules are communicated to the students by exam department
- In-semester examination / assignment are conducted by the Institute Exam department as per Academic calendar (between seventh to eight weeks).
- Parents teachers meeting is conducted for discussion for progressive report and counseling of students for improvement.
- Sessional (SS) sessional Viva (SV) examination of Regular and Backlog students for all years is conducted as per the curriculum of 2015 & 2019 pattern and the University schedule.
- Theory examination of Regular and Backlog students for all years is conducted as per 2015 & 2019 pattern and the University schedule.
- Results are declared on the University website through students log in and college webmail.
- Teaching faculties prepare individual subject result analysis from A.Y. 2018-19.
- Exam department prepares overall result analysis and Toppers list at college level.
- Assessment schedules are reviewed by the Academic coordination team, at the stage of mid-term and end term.
- The yearly report of all assessments is prepared and submitted to IQAC from A.Y. 2020-21.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective

course system has been implemented

Response: 100

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

Response: 1

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 12

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	4	1	1

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

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

Response: 48.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
85	411	206	74	67

15-02-2022 02:58:24

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

1.3 Curriculum Enrichment

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

Response:

- The Institute, S.B. Patil College of Architecture and Design is affiliated with Savitribai Phule Pune University, (S.P.P.U.) Pune since 2014. The Institute, follows academic calendar, syllabus provided by Savitribai Phule Pune University, (S.P.P.U). Pune.
- S. B. Patil College of Architecture and Design (SBPCOAD) integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values and Environment and Sustainability into the curriculum, so that students are aware of these sensitive issues.

Professional Ethics.

- **Professional Practice** for 4th year deals with Professional ethics. The Council of Architecture (CoA) is the governing body of architecture, guidelines for professional duties, Professional Conduct, Professional Negligence, Professional Liabilities**,** Architects Act 1972, Law for registered Architects.
- **Theory of Structures**- deals with design methodologies for structural materials using codes I.S. 456, I.S. 875, I.S. 800
- **Urban Studies** for the 4th year deal with principles of land subdivision by using the building codes, proposed by Govt. of Maharashtra.
- **Building Construction and Material** for construction technology and various materials.
- **Building Services** for 2nd year, artificial lighting to be designed as per Lumen Method using National Building Code (NBC) 2016.

Gender Issues:

- **Universal Design** is incorporated in Architectural Design & Electives. It helps to understand the design guidelines for all people regardless of their age, size, ability or disability.

Human Values

- SBPCOAD ensures that every student should have all the human values for success. Human values include morals, integrity, respecting others, honesty, caring, kindness, courage, sharing, time management, adjustment(co-operation), self-confidence, commitment to work.
- SBPCOAD ensures that every student shall possess moral behaviour & responsibility of one's project/ work and complete it truthfully, which is seen in the **Architectural Design** – (1st – 4th year) and **thesis work** (Architectural Design Project -ADP) 5th year.
- **Project Management and Construction Management** is an elective subject conducted for 5th

year where soft skills in project management are taught to students. (Leadership, Communication, Motivation, Conflict management. Time management, Teamwork etc)

* **Audit course (2019)** for 1st year, on Democracy Election and Governance helping students to understand the meaning, various approaches to study democracy and governance.

Environment & Sustainability

* **Climatology** for 2nd year helps the students to understand climate in architectural design which can enable the students design as per the climatic data of various regions
* **Environmental Science** 2nd year is also added which will help the students to think about the environment when taking architectural design decisions. Students are encouraged to write an essay on any one current environmental issue and relate it with Architecture, as per the syllabus. Students are introduced to **Green buildings and Green rating** systems.
* **Environment and Energy management** is an elective topic in the 5th year to understand Environment, Energy Policies and Water and Waste Management Technologies & Energy Management in Buildings.
* **Landscape in Architecture** for 3rd year creates awareness on environmental concerns in Architecture covering aspects like - **Sustainable Site Planning** (rain water harvesting, solid waste management, passive climate control, etc) **Sustainable planning** are covered.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 1.96

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	0	0

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 16.89

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 74

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

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

    1.Feedback collected, analysed and action taken and feedback available on website
    2.Feedback collected, analysed and action has been taken

3. Feedback collected and analysed

4. Feedback collected

5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 93.5

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
118	88	59	80	78

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	120	60	80	80

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 101.03

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
83	80	36	54	52

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Pimpri Chinchwad Education Trust's S. B. Patil College of Architecture & Design, affiliated with Savitribai Phule Pune University, Pune (SPPU). Affiliating University SPPU designs and develops the curriculum, and the college follows the same.

Institute follows below criteria's to identify category of the student (advance or slow learner)

1. During Admission (For First year students)

2. During continuous learning (2nd to 5th year students)

1. During the admission process, First Year students who have scored more than 50% in NATA (Entrance Examination for Architecture) or JEE will be considered as advanced learners and the students who have scored less than 50% in above exams are considered as slow learners

2. For 2nd year to 5th year students, college plans periodic assessment (Progressive Marking), class test, university examinations (Insem & End Sem Examination) for this 60% is considered.

College organizes programs and activities for both the learners.

For Slow Learners,

- For slow learners each teacher guardian guides on learning requirements of students.

- Each student is provided with more books from the library than an advanced learner.

- Students are provided with university examination question papers of last academic year.

- Special guidance or remedial classes are arranged for the slow learners.

- Under the 'Performance and Quality Improvement' initiative interactive sessions are arranged for subjects like TOS – Theory of Structures, to guide students on how to study the subjects, answer their doubts and improve their overall performance in exams.

- Slow learners are allowed to work in studios during holidays, Saturdays & Sundays.

For Advanced Learners,

- Advanced Learners are encouraged to participate in inter & Intra college Design competitions, thesis competitions, Logo Competitions.

- Students are encouraged to write research papers, essays and also get the opportunity to work with teachers in their research activities.

- Industrial visits, settlement studies, site visits, case study visits, market surveys, architecture study tours are arranged for students.

- For reference study material, students are permitted to visit other architectural colleges or any other institutions under different MOUs.

- Students are selected to work on the various committees or bodies of the college, such as Anti-Ragging, Grievance cell, prevention of harassment of women's grievance committee, SC-ST committee.

All above activities provide motivation to slow learners, to upgrade themselves by giving them opportunities to work with Advanced Learners in group activities such as Industrial visits, settlement study, site visits, case study, market survey, architecture study tour etc. Continuous assessment is done by the teacher guardian guide to further identify students' progress and then a decision is taken if the slow learner has progressed or the Advanced Learner has slowed in his progress and again they are categorized. Slow learners can be sifted in the Advanced Learner category and an Advanced Learner can be sifted in the slow learner category.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional Information	[View Document](#)

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

Response: 11:1

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

2.3 Teaching- Learning Process

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

Response:

Pimpri Chinchwad Education Trust's S. B. Patil College of Architecture & Design, affiliated with Savitribai Phule Pune University, Pune (SPPU). Affiliating University SPPU designs and develops the curriculum, and the college follows the same.

The curriculum of the students includes various methodologies,

Three main methodologies followed are experiential learning, participative learning and problem solving methodologies

Experiential Learning :

Experiential learning is an engaged learning process where students "learn by doing". Students perform various activities such as construction yard activity, settlement study, site visits of the completed site or an ongoing site (live site), by doing case study and market survey and in Final year Professional practice (Internship), they get the exposure to the field. Students perform various experiments in climatology lab, material museum, carpentry workshop, environmental lab. Students fetch experience through various subjects like Architectural Design where students are told to do settlement study where they get experience about Socio-Cultural Aspects, building material and construction Technology, anthropometry & function, planning, circulation, Climate, Site Context, building Services etc. construction techniques. Students get exposure to various building materials which are used for building construction. With the help of construction yard activity students experience live construction activity of various building elements on site. History of Architecture gives the experience of understanding the development of the historical period and its evolution, relationship of religion, society with architecture and architectural style of that particular era.

Participative Learning :

Participative Learning provides students with an opportunity to gain professional values, knowledge, and skills, which include group study, group presentations, inter college competitions related to architecture, Students develop a basic understanding of the relationship of materials to construction systems by doing market surveys in groups.While doing case studies of the architectural building, students gather the data related to typologies, understand the various aspects of designing and construction style, design requirements for particular design problems stated in the syllabus. Group presentations are done where all group members coordinate knowledge such as data collection and contributing as per their expertise. Institute collaborates with other colleges as well as experts in the field. Expert interactions are organized by the Institute by inviting experts from various fields. Interactive question answer sessions are arranged where students ask questions to the expert to get more clarity about the subject.

Problem Solving Methodology :

Problem solving methodology, is adopted for the students who face problems in subjects like Theory of Structure, Site survey and analysis, Quantity surveying and leveling, faculties resolve their problems by guiding in calculations and technical aspects. In subjects like Architecture design, Building Construction & Material, Working Drawings faculty guides in technical drafting and Architectural Drawing. In our Institute every student is exposed to all such pedagogies or methodologies of learning by which students gain more knowledge. All these above methodologies are student centric activities which deal with

problem solving.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

S.B. Patil College of Architecture College & Design is affiliated with Savitribai Phule Pune University, Pune (SPPU). Affiliating University SPPU designs the curriculum and college follows the same. Institute focus on the quality of teaching and learning process.

In view of these teachers of the institute uses ICT enabled tools for teaching and learning processes.

- Teachers are acquainted with online teaching and learning processes.
- For this teacher use various online learning modes like Google classroom, Google meet, zoom meeting, Webinars etc.
- Teachers use PowerPoint presentations on their own on the topics of their teaching for lecture purpose.
- Teacher use latest configured computers to prepare presentations which are shared directly to the students at the time of the lecture, which makes teaching easy for the teachers and learning by the students. These presentations are then shared by the teachers to students on their respective ERP of the class.
- Student's attendance is marked automatically on ERP system.
- Teachers give assignments and students upload their submissions on which teachers give remarks while evaluating. This all is done through ERP system.
- The teacher also develops various modes as PDF or e-book or e-journal for teaching.
- The power point presentations done by the teachers are stored at a central data storage facility which the students can access afterwards, if he had come with any sort of difficulty while learning or want to revise the same topic on later stages.
- Teachers use Notepad whose screen is directly shared to students while explaining sketches in studio classes mainly for subjects like Architectural Design, Building Construction Management.
- Some of the classrooms are provided with the facility of Computer, projector, Screen arrangement for their audio-visual presentations and learning.
- Few of the classrooms are provided with Local Area Network (LAN) which allows teachers to access the Internet during learning process as an ICT mode.
- The teachers show videos from YouTube, if the topic is critical or difficult for the students to understand. Students get a clear idea about the topic by way of the shared videos. The teacher explains the details at the time of the video, students ask questions regarding the same to get more clarity of the subject.
- Some of the teachers have developed videos for teaching and learning by which his teaching get easier while explaining critical topics related to building construction stages and all the videos are

uploaded on U-tube channel of the Institute.

- Wi-Fi facility is available in the campus that insures use of Internet for ICT learning by the teacher as well as the student.
- Each teacher is provided with a dedicated seating arrangement with desktop computer and has an Internet facility which they use for enhancing their skills of teaching and learning.
- The Library is having its own electronic setup for ICT learning by the students.
- The Library has 7 no. of computers that has access of Internet, eBooks, e-Journals and other learning processes.
- Students and teachers get a Login I'd and password to access the Internet.

File Description	Document
Upload any additional information	[View Document]
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	[View Document]

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

Response: 13:1

2.3.3.1 **Number of mentors**

Response: 33

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document]
Mentor/mentee ratio	[View Document]
Circulars pertaining to assigning mentors to mentees	[View Document]

2.4 Teacher Profile and Quality

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

Response: 102.87

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 2.64

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 2.1

2.4.3.1 **Total experience of full-time teachers**

Response: 86

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

S. B. Patil College of Architecture & Design (SBPCOAD) is affiliated to Savitribai Phule Pune University (SPPU). Institute follows the academic curriculum designed and developed by SPPU. Institute of SBPCOAD encourages methodology and external assignment recommended by the university. University also suggests internal and external assessment and Institute follows the same.

At present the institute has 2 different curriculums and examination patterns, namely 2015 pattern and 2019 pattern. Both the patterns are credit based.

- 2015 Pattern is applicable for the students currently studying in third, fourth and fifth years.
- 2019 pattern is applicable to first and second year students, which is initiated from 15th July 2021.

Mechanism of Internal Assessment,

- The institute regularly practices continuous evaluation through internal Assessments.

TRANSPARENCY IN INTERNAL ASSESMENT:

1. Students are given information about lecture and assessment schedules through timetables & circulars, Academic calendar and time table is displayed on the website.

2. Assessment Outcome is discussed with students after evaluation. Assessment comments are given on sheets wherever applicable.

3. Student progress regarding assessment is communicated to parents in Parent Teacher Meeting after mid-term assessment.

ROBUSTNESS IN INTERNAL ASSESMENT

All students and faculties are informed of the final schedule of In-semester & End Term examination as per SPPU.

The CEO and internal supervisor manage the schedule.

- Subject faculty and academic coordinator supervise Paper Conduction, Assignments, paper setting and format. One copy is submitted to the examination department.
- Corrected answer sheets are submitted to the examination department along with attendance and mark sheets.
- Prior communication with students is insured for Midterm submission, End term submission and in semester examination.
- Examinations are conducted as per the timetable.
- Seating for students is done as one student per bench.
- For Insem online examination proctoring practices are allowed through E Pariksha portal as a part of reform in Vigilance from AY 2021-22.

FREQUENCY AND MODE

- In-semester examination is conducted in the 7th to 8th week of semester.
- Mid-term submission and evaluation is conducted after the semester examination during 8th to 10th week of the semester.
- Studio/ assignment Schedule is communicated to students through a teaching & assessment plan as per part of reform by the class teacher.
- University communicates sessional-viva, theory examination schedules at the end of the semester.

Methodology of Internal assessment is transparent because of following,

- Students are allowed to discuss their assessments outcome with individual faculty.
- Because of the pandemic, comments/remarks are conveyed to students one on one/online discussion.
- Work record/log book is maintained by final year students.
- Once a student submits an assignment, faculty evaluates it on the basis of contents, completeness, time frame, presentation etc. to maintain robustness in the evation.

Because of the pandemic situation from Academic year 2019-20 till date, all institutes are informed to remain closed by SPPU until further notice. Hence, all examinations are conducted through online mode following MCQ methodology.

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

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

Response:

S.B. Patil College of Architecture College & Design is affiliated with Savitribai Phule Pune University, Pune (SPPU). Affiliating University SPPU designs and develops the curriculum and college follows the same. University has revised its curriculum in the year 2019.

Following methodology is followed to handle grievances related to In-Semester examination.

- In-Sem examination is scheduled as per the Academic calendar between 7th to 8th weeks of the semester.
- Respective class coordinators communicate about the schedule to the students.
- Paper setting for the Insem examination is done by subject faculty; Contents of the examination are based on the two units of the semester.

- Respective Subject faculties prepare question papers for Insem examination and it is of 30 marks.
- Subject faculties decide the format for Insem examination which can be in the form of assignment or MCQs.
- In offline mode the subject faculty does the supervision for ethical practices.
- For online mode proctoring facility is provided on ERP portal where after every 3 minute student movement along with his photo is captured by the portal and if any suspicious activity (audio & video) noticed exam stops automatically.
- For MCQ question format, checking is done automatically. For offline papers it is done as per the content in the answer.
- Subject faculty maintains a record of attendance and mark list.
- Student can register their grievances to the exam department.

Following methodology is used to conduct End-Semester examination,

- Students get personal login-in I'd for the University site at the time of admission, while applying for the first time to University examination
- Students have to interlink their registered mobile nos. on the University website.
- They get notifications on their login I'd, on their mail I'd, mobiles which are interlinked to the University.
- The exams are conducted directly by the University.
- Transparency in the process is observed, as University examination is on online and communicates directly to the students.
- As the exams are on online mode it is a time bound process and is very efficient regarding the evaluation which is done by the University itself.
- Students are allowed to raise their grievances only for the Theory paper of University Examination.
- For grievances related to exams students can communicate with the University through college.
- Students can file their grievances through online mode as per University guidelines and can call for the photocopy.
- After evaluating or observing their photocopies, students will apply or challenge for the re-evaluation or retotaling.
- Re-evaluation for only Theory paper is allowed and students have to pay revaluation charges as per directions of the University to University only.
- The result of the re-evaluation is submitted by the University to the student directly through their login only.
- To apply for re-evaluation students will get time for filling online form and further process as per SPPU guidelines.
- After re-evaluating as per SPPU schedule they will get their updated result on their log-in I'd.
- If there are any changes after Re-evaluation University will send the college updated College Ledger in which detail marks are mentioned.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Pimpri Chinchwad Education Trust's S. B. Patil College of Architecture & Design, affiliated with Savitribai Phule Pune University, Pune (SPPU). Affiliating University SPPU, designs and develops the curriculum, and the college follows the same. .University revised its curriculum in the year 2019. The revised curriculum stated the PEO, PO, Course Objective and Course Outcomes. Institute has reviewed course outcome statements and slight modifications made to include the blooms taxonomy expectations. These CO statements are prepared by every faculty and reviewed by the academic committee and the Principal. After approval of these statements and PEO and PO by the College Development Committee these statements are followed during the continuous evaluation process (CIE) and semester end evaluation (SEE). The CIE and SEE then form the basis for the determination of the attainment.

Following paragraph describes how the teacher and students are aware with stated program and course outcome

- Statements of the PEO and PO discussed and reviewed during the IQAC meeting.
- Statements of Vision, Mission, PEO and PO then disseminated through website and display to communicate with Students & teachers
- Suggestions are then requested from the stakeholders
- Suggestions are then discussed in IQAC meeting to finalize
- Faculty participates in the syllabus implementation programme conducted by BOS member of the University for New Syllabus Pattern PAT2019. During the training guidance provided regarding the statements of PEO and PO
- Academic committee and Principal conducts the meeting to discuss the draft statements of CO prepared by the course faculty and finally approved by Academic committee and Principal.
- Statement of Vision and Mission are displayed at various locations including the office of head of institution and other authorities
- Statements of the PEO and PO are displayed in the institute at various location
- Statement of Vision, Mission, PEO, PO and CO are the part of course file prepared by individual teacher
- Institute heads and other authorities communicate these statements during various internal presentations / workshops / seminars etc.
- Vision, Mission and programme outcomes are displayed on the College Website.

File Description	Document
Upload COs for all courses (examples from Glossary)	**View Document**
Upload any additional information	**View Document**
Paste link for Additional information	**View Document**

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

Response:

Pimpri Chinchwad Education Trust's S. B. Patil College of Architecture & Design, affiliated with Savitribai Phule Pune University, Pune (SPPU). Affiliating University SPPU, designs and develops the curriculum, and the college follows the same. .University revised its curriculum in the year 2019. The revised curriculum stated the PEO, PO, Course Objective and Course Outcomes. Institute has reviewed course outcome statements and slight modifications made to include the blooms taxonomy expectations. These CO statements are prepared by every faculty and reviewed by the academic committee and the Principal. After approval of these statements and PEO and PO by the College Development Committee these statements are followed during the continuous evaluation process (CIE) and semester end evaluation (SEE). The CIE and SEE then form the basis for the determination of the attainment.

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- Vision, Mission and programme outcomes are displayed on the College Website.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 56.37

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
70	62	49	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
73	62	57	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)
Upload any additional information	[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: 0

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.2.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.2.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

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

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 24

3.1.3.1 **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	6	5	4

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications and Awards

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

Response: 0

3.2.1.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

3.2.2 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

3.2.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

3.3 Extension Activities

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

Response:

- Institute is established in the year 2014 at its Nigdi (Akurdi) Campus. Institute organises various extension activities like computer illiteracy programs at Zilla Parishad school, women empowerment and importance of health and hygiene, tree plantation drives, sensitizing society for the COVID19 protocols and care through Students Social Club formed at institute level. The club, established in the year 2018 has grown from 20 students to around 65 enthusiastic and ambitious students. The activities conducted under Students Social Club have helped to sensitize students about problems faced in real-life society working and conditions.
- When serving the neighbourhood circle students eagerly conducted multiple knowledge transfer sessions at Zilla Parishad school of nearby villages. Be it a computer literacy program or donation of old clothes and books, or making Diwali kandils, our students have passionately worked for the well-being and happiness of the economically backward students.
- The social club also works for the well-being and safety of females in our society. Programs such as POSH-self-defence and women empowerment were held in college premises to help the females of the college and neighbourhood to gain confidence to face any corrupt situation and stay and live a healthy life. Practical usable things like pepper spray or sanitary pads were distributed to the girls/women attending the program.
- The students apart from the one in the social club are also enthusiastic to attend the various tree plantation drives hosted by the college at various locations. This activity is seen as a catalyst for students to understand the importance of trees. Also, this activity has helped the future architects and designers to ponder on their design and to embrace the nature on site in their planning instead of neglecting it.
- The club was actively involved in collecting the items and money to donate as a part of Sangli and Kolhapur flood relief. Also, until the recent pandemic times, where the students were collectively given instructions to make masks and distribute it in their neighbourhood to create awareness among people regarding the seriousness of COVID 19.
- College has also frequently arranged career guidance seminars for 12th pass students to allow them to explore the area of architecture and widen their view of what are the other options after architecture. These interactive sessions have helped to create awareness among the aspirants and their parents about the field of architecture and its relevance in the construction industry.

File Description	Document
Upload any additional information	[View Document]()
Paste link for additional information	[View Document]()

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	1	0	0

File Description	Document
Institutional data in prescribed format	[View Document]()
e-copy of the award letters	[View Document]()

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 9

3.3.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	2	1	0

File Description	Document
Reports of the event organized	[View Document]()
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

15-02-2022 02:58:32

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 12.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	117	62	15	0

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4 Collaboration

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

Response: 79

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

2020-21	2019-20	2018-19	2017-18	2016-17
23	23	27	5	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of linkage related Document	[View Document](#)

3.4.2 Number of   functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 25

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	5	4	2	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document
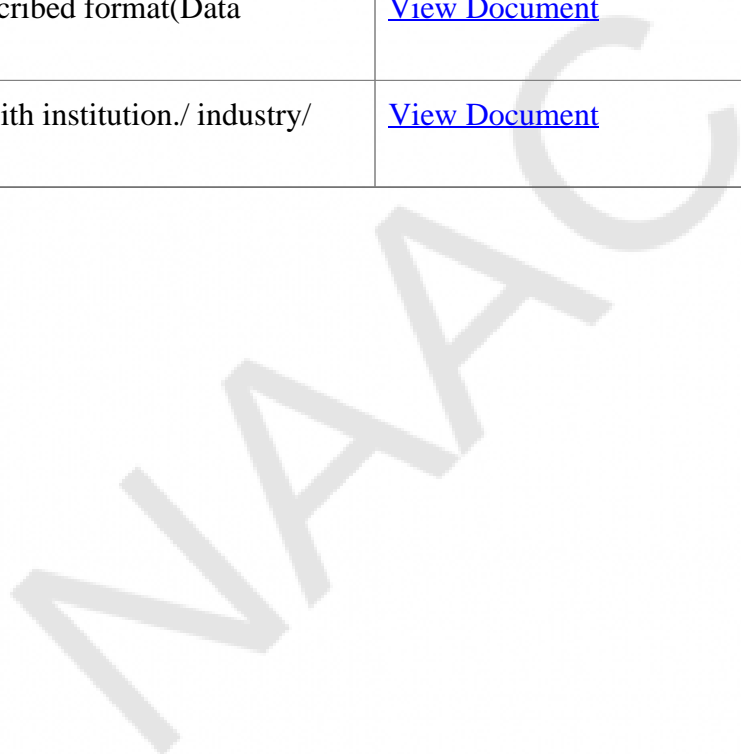
Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

S. B. Patil College of Architecture & Design (SBPCOAD) is managed by Pimpri Chinchwad Education Trust (PCET). The college was established in 2014 at PCET'S Nigdi-Pradhikaran Campus. The College is approved by Council of Architecture (COA), Directorate of Technical Education (DTE), Government of Maharashtra, and is affiliated to Savitribai Phule Pune University (SPPU).

In terms of infrastructure, SBPCOAD is one of the best Architecture colleges in the country. The new college building which was inaugurated in 2018 and is functioning with around 10500 square meters floor area.

The building infrastructure fulfils and exceeds the CoA norms (CoA norms approved by Ministry of Human resource and Development Govt. of India in 2020 for all Architecture colleges in India). With the increased intake to 120 students in 2019-2020, the college manages all the batches independently in terms of studios, lecture halls, and faculty, with academic freedom for innovation and experiments within the curricular framework stipulated by SPPU.

The **Infrastructure & learning resources** includes

- Well-equipped **13 studios** dedicated with facilities of drafting tables with lockers, stools, discussion table, computers with internet connection, LCD projector and screen for digital demonstration, laptop charging facility and Wi-Fi Access point available in each studio. Studios are having adequate natural light and ventilation for comfortable working conditions.
- **6 classrooms / lecture rooms** all equipped with LCD projector and ICT facilities
- **Material museum,** exhibits samples and catalogues of various building materials including timber, roofing materials, false ceiling, partitions, glass fixtures, hardware, plumbing equipment etc.
- **Environmental and climatology lab**, equipped with a climatology anemometer AVM, hygrometer, rain gauge, cry and wet bulb, aneroid barometer, HTC lux meter, DB meter.
- **Computer lab** upgraded with well-equipped workstations and professional architectural softwares like AutoCAD & Revit (education version), MS Office, Coral suit, Sketch up pro, Adobe Photoshop.
- **Surveying lab** well equipped with all Surveying and Levelling instruments.
- **Model making & carpentry lab,** equipped with all required tools.
- **Electrical and lighting lab,** exhibits all switches, conduits, wires and various electrical fixtures.
- **Exam room** fully secured for exam related activities.
- **5 staff rooms** well equipped furniture for storage and workstations. Space for common meetings along with a pantry & toilet available for staff.
- **Principal Cabin** fully furnished with computer printer with scanner, AC, CCTV, Surveillance display, intercom and attached washroom.
- **Administration office** up to date with digital equipment, intercom, storage space for files and records and spacious waiting area for visitors.

- **Adequate Male & female toilets and drinking water facilities,** available on each floor.
- **Construction yard,** as per COA norms for hands-on experience.
- **Well-equipped digital and conventional library,** consisting of a wide collection of national-international books. Library is well equipped with computers, printers & surveillance.

The PCET campus facilities include Boys and Girls Hostel, Mess, Canteen, ATM, stationery shop, Gymnasium, Various sports ground, CCTV & Security system.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The Pimpri Chinchwad Education Trust (PCET) was established 1990 with the mission to serve society through value-inculcating quality education. PCET Nigdi campus strives to provide a world class academic and cultural foundation to every child to realize his/her greatest potentials emphasizing social, emotional, physical and spiritual development making the child an extrovert to meet challenges of life with a positive attitude and great confidence. Around 5000 students are groomed in specialized courses at the PCET Nigdi campus with up-to-date amenities for the overall development of the students.

At our institute we have formed the Student Development and Welfare section, which comprises different cells committed to provide opportunities that support students in achieving Holistic development through student centered activities, experience on developing values, nurturing skills, and moving towards knowledge.

The activities comprise Seminars, Expert talk, Workshops, Panel Discussion, Volunteering in Social activities, Sports & all Cultural events.

Under the physical education department the campus provides a large Playground for outdoor sport games. Capacity of more than 2000 students can be accommodated and hence large gatherings can be planned. Institute aims at providing a safe and healthy outdoor atmosphere for the students with well-appointed Basketball court, Volleyball court, and open gym area etc.

A well-manicured landscaped for recreation is dedicated for students for hosting cultural outdoor events. Large open spaces make any congregation possible for inter college and inter university events. Institute facilitates students to organize technical events like Quiz, Seminars, Workshops, cultural programs, Sport competition and also provides needed logistic support like security, equipment, technical manpower etc. for developing the managing skills of students.

Indoor games like Carom, Chess, Table Tennis, Board games etc. are promoted as a common room for

students on the academic floor designed to help students rejuvenate and increase enthusiasm.

Health Club/Gymnasium is equipped with single and multi- stationed machines and weight training facilities separate for Boys and Girls

A variety of fitness and wellness programs like Yoga, Martial Arts, and Cancer Awareness programs are conducted to make students and faculty aware of the importance of physical exercise.

Institute prides itself on its stationed Multipurpose Hall of 491.59 sq.m. Area equipped with state of the art technology to escalate the student's talent. The area is used as Auditorium to initiate students to have joint studios, seminars, workshops, culturals, induction programs, etc. Multipurpose hall is also used for yoga & indoor physical training activities.

Following represents the summary of Institutes facilities:

1. Facilities for cultural Activities
    1. Multipurpose Hall for Cultural Events
    2. Modernized sound system
    3. Seating capacity of 750
    4. Facility of Special Lighting
    5. Centralized Air conditioning system
2. Facilities for sports
    1. Central facility for various sports
    2. Carom, Chess, Table Tennis, Board games
    3. Gym
    4. Yoga

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 21

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 21.36

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
11	27	20	98	19

File Description	Document
Upload audited utilization statements	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

About Library:

- Library is well ventilated with sufficient light. Library has open access system.
- Library houses quite a good number of print & electronic resources in the field of architecture & fulfills the teaching, learning & research needs of the users.
- To inculcate reading habits among students library organizes different activities & days celebration.
- To make the Students & Staff members aware with the library resources & services Library conducts user orientation program.
- Library Advisory committee plays vital role in the quality collection development.

Library Collection:

- Library is well equipped in print as well as digital resources. Holds the collection of 2768 books including 1231 titles, which includes Reference Books, Text, Books, Syllabus Books, Standards, Council of Architecture published Books, Monographs.
- Library also has collection of CD's.
- Periodical section has collection of 6 International, 23 National Journals & Magazines. Previous year periodical issues are available in Print & digital format.
- Student's work Reports are kept in Library for ready reference.
- Students are provided with Marathi & English newspapers. Library also received some of the titles as gratis.

Library Services & Facilities:

- Library provides Circulation Service, Reference service, Current Awareness Service, Selective Dissemination of information Service, New Arrival display, Question bank & Newspaper Clipping service to the users.
- To motivate & assist the slow learner, (PWD) People with Disability & needy user's library has initiated book bank facility.
- Library has also initiated additional book issuing facility for the topper & best reader students.
- Reference alone facility has been extended to alumni students of the institute.

Institutional Membership:

- Has institutional membership of Intach, Delnet, K-Hub Architecture E-library, Jaykar Library (SPPU), NPTEL Local Chapter & NDLI Club.

Details of the various sections in the Library Stack Area:

- Books are classified by DDC 23nd editions and arranged subject wise, stacked in this section.
- All books are having barcodes.

Reading Area:

- Adequate space for seating, reading books etc. is available in reference section.
- Seating capacity of reading hall is 100 students.

Digital Library:

- For e-learning, separate platform with adequate space and internet connectivity   is established for faculty and students.
- Digital library is having 10 computers along with reprography, printing and scanning facility, e-resources, CD's.
- Students can access WEB OPAC facility to search the library catalogue by Title, Author, Publisher, & ISBN in the digital library.
- Users can access multimedia literature 9274 which includes E-Books, E-Journals, and Architectural Videos.
- NPTEL video lectures, Manuscripts, Newspaper Clippings & institute developed E-Content are also accessible at digital library section.

Resource Sharing:

- Under resource sharing in addition to subscribed resources Students & Staff Members can access PROQUEST e-Book Central, Science Direct & I-EEE databases in the digital Library & Computer lab Section of the institute.

Total area of the library (in Sq. Mts.): 250 sq.mt.		
Total seating capacity in reading hall : 100 students		
Details of Timings	**On working days**	**On 2nd 4th & 5th Saturdays**
Counter timings	8 am to 5 pm	8 am to 1 pm

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 4.6

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	4	5	3

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 4.59

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 22

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

S. B. Patil College of Architecture & Design was established in 2014 at its Nigdi Campus. The college is approved by Council of Architecture (COA), Directorate of technical Education (DTE), Government of Maharashtra, and is affiliated to Savitribai Phule Pune University (SPPU).

With the expansion of users, pandemic situation and increasing internet bandwidth demand, the college has scaled up the ICT infrastructure, switching capabilities and implemented the latest Wi-Fi access every year. The college has very high-end ICT facilities.

ERP Software: The College has implemented e-solution software like ERP NOVITU in academic year 2020-2021 and EDUPLUS campus ERP in academic Year 2021-2022 for its academic activities. All the teachers and students have access for the successful operation of classes through these facilities. Work submissions and Study material and their backup are generated with the assistance of Edu plus software. Conduction of exams and marking has been done using this software.

100 % ICT enabled-Each class has its dedicated computer with related hardware and software for the convenience of teachers for the conduction of offline as well as online classes.

Well maintained Computers: The College has its well-equipped computer lab with Total Number 49 computers with all the computing facilities and UPS backup. The specified software like AutoCAD, Photoshop, sketch up, rhino are installed with the licensed copies for the utilization of students to assist them in design and research work. All the teachers are issued a high end desktop at the time of joining the college and maintenance is done on a monthly basis. Also, the visiting faculties have desktop provision within the library with a separate section. Administration staffs also are issued high end desktops for their work purpose and are connected with Wi-Fi.

Internet Facility: Every staff member has its own id and password for the utilization of the internet. The college has unlimited access to Information available on the internet and thousands of e- journals and books to be used. The college staff and students can download information required for academic purposes. College has 50 mbps internet connectivity which is employed extensively by faculty, staff and students for tutorial purposes like teaching, learning, webinar, etc.

CCTV Monitoring: College has a surveillance room on the ground floor for CCTV monitoring as more than 150 surveillance cameras are installed in the institute.

IT Maintenance: The computers and their accessories are maintained by technical staff in labs. The analyst takes care of all services with the assistance of Computer Operators and lab attendants. For repair of hardware and maintenance section that's equipped for maintaining computers, their accessories and also other equipment within the system. For the graceful functioning of the computer lab the college has created a separate portfolio which incorporates one Associate professor, one Assistant professor and one lab assistant.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 4:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 7.07

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
12	15	14	16	7

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

PCET's S.B. Patil College of Architecture & Design was established in 2014, to impart quality education in Architecture. The spacious Architecture building is replete with working studios, classrooms, library, computer lab, Climatology lab, auditorium, art room, canteen and covered parking. The institute runs Bachelor of Architecture degree program affiliated to Savitribai Phule Pune University and approved by Council of Architecture, New Delhi with an intake of 120 students.

As the S.B.Patil College of Architecture & Design is the Part of the Pimpri Chinchwad Education Trust's (PCET) campus the areas like sports ground, landscape areas and overall maintenance of the campus are taken care of by the campus management. Infrastructure committee takes care of academic infrastructure and facilities at institute level.

PCET campus management system consists of various committees who carry out the maintenance work for proper functioning of the campus infrastructure. Consolidated budget of maintenance is prepared after

calling for budget from various departments for annual activities and up gradation of existing facilities.

Review of utilization of budget is carried out at the end of year at management level. Infrastructure committee takes care of academic infrastructure while PCET campus management is in incharge of maintenance of Physical facilities. A well-defined organizational structure and Processes are established and followed as per the norms of ISO 21001:2018 to carry out the day to day maintenance of these facilities.

Infrastructure maintenance is carried out by following major teams,

a) Infrastructure Portfolio-Mechanical Maintenance,Civil Maintenance of Academic facilities

b) Computer lab incharge- Computer-Software and hardware maintenance.

c) Laboratories and Material museum- Portfolio Incharge

These Teams have defined objectives to ensure regular upkeep and maintenance of all facilities. Preventive maintenance. schedules are prepared and monitored. Annual Maintenance contracts with external agencies are made to ensure upkeep, safety and security of the Campus.

A) Mechanical Maintenance: The Committee receives various complaints from users and does the in-house repairs & maintenance of various mechanical equipment, furniture in the campus. It also carries out the maintenance and repairs of class rooms and laboratory furniture fittings. Depending on the nature of the complaint, the committee takes appropriate decisions and carries out the maintenance work either in-house contractor or with the help of external agencies.

B) Computers and Peripherals: Maintenance of the computers is carried out in house by systems and IT support Department and wherever required external agency is appointed for the specified work. Updation and Upgradation of softwares, Hardware maintenance, Maintaining register for various maintenance is done by Computer Lab incharge. Communication with Central Campus Computer Incharge for maintenance and Servicing is also done by him.

C) Laboratories and Material Museum

Portfolio incharge for Material Museum and Various laboratories and also incharge for the maintenance occurring in the labs. Updation of instruments, requirement of new equipements, Servicing of old instruments etc is handled by the incharge team.

Following Physical maintenance is carried out by PCET campus maintenance Committee incharge. A complaint or requirement is generated by the user and conveyed to the Office superintendent who communicates the requirement to PCET maintenance committee.

PCET Maintenance Committee are incharge of Following maintenance.

A) Electrical Maintenance: This committee is responsible for maintenance of all electrical fittings, panels, equipment, wiring, earth pits in the campus. This committee also takes care of the maintenance of the generator that includes regular servicing, check-up for oil, filter, coolant etc. in the regular time intervals. Logs are maintained to keep track of these activities. This committee maintains the UPS

(Uninterrupted Power Supply) that is installed (as per requirement) to support various equipment and computing facilities in the Labs.

B) Generator Back-Up - Generators are a three phase electricity connection with 440 volt high tension and 22 kv electricity supply. 500 KVA transformers with service points for distribution are available. Adequate power backup is ensured for smooth conduction of academic and administration activities through two generators having capacity 125 KVA each in case of power failure.

C) Civil Maintenance-Maintenance of academic, administrative buildings, roads, passages, drainage systems, hostel buildings is properly carried out. The civil maintenance work is monitored by the civil supervisor and civil engineer appointed by PCET. Adequate safety measures are ensured through proper maintenance of the civil infrastructure and facilities. requirement is conveyed to PCET through requirement note.

D) Fire and Safety-Adequate safety measures have been taken to ensure the safety in case of fire. On each floor of every building, firefighting equipment is installed at strategic locations. Every year a training workshop is organized on how to use this equipment. Two fire hydrants in the hostel and 68 fire extinguishers are installed all over the campus.

E) Barrier Free Campus-The campus is barrier free and institution initiated steps as per Persons with Disabilities Act 1995 and/or Guidelines on accessibility laid out by the office of the Chief Commissioner of Disabilities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 42.56

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
234	206	156	81	79

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document]
Institutional data in prescribed format	[View Document]

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 82.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
86	340	713	82	180

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely 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: A. All of the above

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

5.2 Student Progression

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

Response: 38.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	44	40	0	0

File Description	Document
Self attested list of students placed	
Institutional data in prescribed format	

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 18.57

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 13

File Description	Document
Upload supporting data for student/alumni	
Institutional data in prescribed format	

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

15-02-2022 02:58:40

Response: 53.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	16	1	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
32	17	1	0	0

File Description	Document
Upload supporting data for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.3 Student Participation and Activities

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	1	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

Students support and progression gives an opportunity for students to engage themselves into administrative, co-curricular & extra-curricular activities. It helps them to develop problem solving, reasoning, critical thinking, creative thinking, communication, and collaborative abilities.

S.B. Patil College of Architecture and Design is affiliated with Savitribai Phule Pune University, Pune (SPPU) has formed student's council and various committees to engage in a structured partnership with teachers, students, and management in the operation.

These committees facilitate a platform for students to resolve their issues related to academics, reservation, any other personal problems.

Our college students also conducts and participates in various co-curricular & extra-curricular activities such as;

- **Guest lectures, workshops and seminars** : It exposes the students to real-world life experiences from the position of someone who has been there. Students get the insight and perspective of their field of expertise.
- **Annual College Magazine & Exhibition**: These are the college's official platform for students to feature their work. It includes the college's activities, achievements of students, staff and alumni.
- **Construction Yard Activity**: This activity is undertaken for the students to get a hands-on experience of the site construction activity through various technologies under the architectural curriculum.

- **Study tour:** It is an experience where students get exposure to learn architecture in a practical & interesting manner. Something that is seen in real can easily be perceived practical & and helps them learn much better than something that is simply read in a book.
- **Annual cultural**: It brings lively and energetic atmosphere in college which helps students to get a good break from their daily routine submissions & academic work. To showcase their creative side students need an opportunity which college provides at its best.
- **Annual Sports**: These are conducted to develop awareness of physical fitness, strength, and fun to develop an understanding of the importance of sports for health.
- **Students Induction, Fresher's, Farewell Party** : It is an initiative to groom the personality of students and make them acquainted with the culture of the Institution and ensure that every student feels welcomed, engaged and excited to begin with their new important stage in their education.

Fresher's & Farewell are informal events where students have a chance to exhibit their talents and express good wishes to the passing students.

- **Students Convocation:** It is a special gathering to honor the achievements of students and acknowledge their success through formal certification.
- **National Association of Students of Architecture**: It is a platform for students to exchange ideas through taking part in competitions based on design, cultural, on-spot events, workshops and seminars.
- **Architectural Competitions**: It helps to encourage & provoke students to think about new ways of looking at architectural education, chance to interact with students from different colleges, enhances their designing, presentation, communication, and software skills & instills team spirit.
- Also various events are conducted in the college which provides an interaction amongst students and all other staff members like Tree Plantation, Yoga Day and Wall Painting.

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

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

Response: 3.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	8	3	4	2

File Description	Document
Upload any additional information	[View Document]
Report of the event	[View Document]
Institutional data in 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:

Alumni Association is formed to nurture the alumnis and to facilitate contributing significantly to the development of the institution through financial and non-financial means, Institutional Vision, Leadership and Strategy Development. It also provides them with job opportunities and can improve their technical knowledge.

Alumni play an active role in voluntary programs like mentoring students in their areas of expertise. They also play a significant role in contributing scholarships to deserving students. Alumni get in touch with students and share their expertise and best practices in a given field.

'**SBPCOAD Alumni Association**' was formed and registered under Societies Registration Act, 1860 in September 2021. Activities such as meetings, discussions for Alumni were conducted before formulation of the Association.

Aims & Objects of the Association:

1. **Main Objects** : To establish lifelong relationship between the Institute and Alumni, to share their knowledge experiences, contribute in the development of Institution, guide the students for professional & academic enrichment.
2. **Educational** : To guide fundamental and advanced research in various disciplines of education so as to continually innovate on the existing systems, practices and approaches. to give freeships, scholarships, donations, prizes to the students who have scholarly disposition.
3. **Sports** : To conduct and organise district, regional, national and international level tournaments within the jurisdiction of Maharashtra state. To award scholarships, trophies, other aid to deserving players or Institution promoting the game in Maharashtra State.
4. **Arts** : To arrange events, temporary exhibitions and loans which promote local, national and international awareness of the collection of arts.
5. **Health** : To bring awareness and arrange social welfare programs, eradication of various addictions, medical camps for vaccination and rehabilitation in the society and to grant medical help to the poor and needy people during any unforeseen calamities.
6. **Environment** : To protect the environment and create awareness of taking effort to protect nature and environmental damages amongst the general public.

To carry and implement all environmental activities for prevention of pollution in all forms.

1. **Rural Development** : To create employment opportunities for rural persons living below poverty lines by providing skill training in existing vocation or introducing new activity.
2. **Social** : To adopt villages for the complete and overall development thereof through planned initiatives.
3. **Funding:** Alumni Contribution in terms of financial support/ donations to improve the infrastructure, teaching-learning methodologies, scholarships & conferences, etc.

SBPCOAD Alumni Association's the first governing body comprises of nine members i.e.

1. President - 01 no.
2. Secretary - 01 no.
3. Treasurer - 01 no.
4. Coordinator - 02 nos.
5. Student Member - 04 nos.

The Annual general Body meeting should be held once in a year and the governing body may convene a special general meeting of the society whenever they think fit.

There shall be classes of Members which are; Life Member And Ordinary Members.

Any person associated with the Institute will be eligible for regular membership of the association.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response:

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision & mission of Pimpri Chinchwad Education Trust's S. B. Patil College of Architecture & Design was finalized & approved in the 1st LMC Meeting dated 25th November 2014 & further was upgraded by the Principal Sir in the 9th CDC Meting dated 4th February 2019.

Vision:

'To empower the students with Knowledge, Values, Skills, Creative lateral thinking and also enable them to become Entrepreneurial Architects while safeguarding the Global, Societal and Environmental issues with their Innovative Design.'

Mission:

- To impart knowledge-based skills and develop technically sound professionals who will function as Entrepreneurial Individuals.
- Provide quality education by making them aware of the latest building technology; facilitate them to create Innovative Designs and use up-to-date software's.
- To build their confidence and sensitize them to the prevailing issues by appropriate guidance, seminars and lectures of Experts on topics related to their course as well as other Environmental issues like Water crisis, Global warming and Disaster Mitigations.
- Make them future – ready by interactions with the stalwarts of the Industry and related allied fields.
- To instill moral values through discipline and create responsible adults by providing proper direction and counselling.

Perspective plan goals:

The Institute has a prolonged Perspective plan for its future development for the financial year 2016-2021.

- Infrastructure development & upgradation with well-equipped facilities.
- Upgradation of all the circulation areas with creative art forms.
- Student's intake shall be increased from 80 to 120 in the next few years.
- Every year faculties should participate in various Teacher Training & Faculty Development programs organized by COA.
- Skill development programs to be initiated for software's like AutoCAD, Sketch Up, Photoshop, CorelDraw, Revit, etc.
- To promote the use of E-learning resources and Digital library amongst students.
- Industrial interactions and Guest lectures by professionals, experts, renowned Architects, various consultants such as MEP, HVAC & Academicians are part of the term regime.
- Remedial classes for students/ subjects to upgrade/ enhance performance.
- Formation of Architectural Design cell under the guidance of Principal Sir including interested

faculties & students.

- To accomplish ISO Certification for the college & continuous monitoring.
- MOU procedures with various manufacturers, companies & firms to explore various avenues for collaborations.
- Promote Research in Architecture by inviting experts to provide guidance to the faculties & students.
- To register Student Alumni & create a dialog between the passed out students & current students of the institute.
- Participation students at International & National level Architecture competitions for developing competitive skills among the students.
- Appointment of a Graphic Designer for developing animated graphics for various technical subjects in curriculum.
- Organize Architectural Study Tours for all students at National & International levels for better exposure to various Architectural projects (Historical & Modern).

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The 5 year perspective plan, for financial year from 2016 to 2021, was discussed & approved during the yearly conducted College Development Committee (CDC) Meetings.

Under the supervision of Principal, the Academic Coordinator formed a team of faculty members to deploy and achieve the targets as per the proposed perspective plan of the college.

To implement and achieve the targets as per the perspective plan, a desired budget was estimated & proposed for the financial year of 2018-19, where the goal to set up an Academic Knowledge Bank (AKB) facility for the students put forward by the Principal was planned & approved by the committee members. (8th CDC Meeting dated – 16th May, 2018)

The expense for setting up AKB was discussed in the 11th CDC meeting dated 26th February, 2020 as the Interim budget by the committee members. It was implemented in the college in the financial year 2020-21. The budget for the same was approved by Principal Sir as an immediate requirement.

Following points were discussed on the case study of Academic Knowledge Bank (AKB):

- In the 8th CDC Meeting on 16th May 2018, it was coined to have AKB for academic development of college.
- The same was discussed in the 1st IQAC meeting held on 12th August, 2020 & implemented by

IQAC cell.

- IQAC Coordinator handed over this responsibility to the Academic coordinator.
- The class coordinators were further given the responsibility to collect the data from their respective subject faculties and compile it systematically.
- As per the SPPU Syllabus of all 5 years of Architecture course, course material including subject presentations given by the faculties, a wide range of more than 700 supporting informative educational videos, set of question bank, theoretical notes & PPTs, etc. were prepared and collected by all the teaching staff.
- Graphic Designer was appointed for making informative & educational videos / walkthroughs explaining a particular topic in more detail, under the guidance of faculties.
- This data is now compiled and uploaded on the shared drive with all the students, where they have full access to all the study material.

Aim & Objective:

- To provide ease of learning to the students.
- This ensured complete and continuous access to the knowledge bank to any student of any year, at his/her own convenience.

Impact / Conclusion:

- Interactive teaching learning process.
- Better understanding & acceptance regarding the subjects by the students.
- Improvement in the satisfaction level & confidence of the students as well as the parents.
- E-data storage availability for ICT Teaching Learning process.
- Vast data availability for the student's Final year project selection (Thesis topic).

AKB Educational Video Link:

The link to view the educational videos is given below:

https://drive.google.com/drive/folders/1EgcbYDcB5Txg1BDnypFxwH4cfiQ3wSCN

File Description	Document
Upload any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Pimpri Chinchwad Education Trust (PCET) was established by Late Shri. S.B. Patil in September 1990. Its sole mission was aimed at serving society, the industry and all stakeholders through value-inculcating, quality education in various technical fields.

S. B. Patil College of Architecture & Design is managed by PCET, established in 2014 at its Nigdi Campus approved by COA, DTE, GOM, and is affiliated with SPPU.

- The physical facilities comprise of 14 studios, 6 seminar rooms (classrooms), 7 laboratories, etc.
- Library comprises of 2768 books, 30 journals with adequate areas. Library is properly lit and ventilated with adequate reading area for 100 students and staff.
- Institute has adequate IT infrastructure which is regularly updated. Institute has network of 45 computers with 100 Mbps internet (Broadband, Optic fibre, lease Line) connectivity to fulfill the academic and research needs. Studios and seminar rooms are equipped with ICT facilities.
- Institute has recently implemented Enterprise Resource Planning (ERP) in order to make the system student centric commercial software library easy , as well as open Source software such as k-hub, Delnet, NDL(National Digital Library),NPTEL,OPAC facility, etc. for automation of Library and enhance learning.
- Institution has well equipped laboratories as per requirement and are properly updated and maintained.
- Institute also provides many other infrastructural spaces like Library, material museum, acoustic lab, carpentry workshop, multipurpose hall, Canteen. Hostel facility has been provided in the campus as well.
- Maintenance of campus facilities, the institute has framed various committees for successful running of the institution.

Our perspective/ strategic plan includes following stages:

- **To enrich teaching learning processes.**
    1. Focus on developing student's skills and competencies by imparting creativity, innovations and attitude to be sensitive towards national, social and environmental issues.
    2. To promote experiential learning, participatory learning and hands on learning system.
    3. To stimulate interaction with professionals from various fields.
    4. To encourage students and faculties to participate in various Architectural competitions.
    5. To have academic audit.
    6. To enforce academic calendar.
- **To nurture value-based, creative and critical learning.**
    1. To develop inquisitiveness by creating learning ambience.
    2. To develop rich knowledge resources by library, material museum, environmental   lab and other labs.
    3. To induce reading habits.
    4. To develop a bank of creative exercises.
    5. To document heritage structures.
- **Holistic development of students.**
    1. Inculcating a value system in students.
    2. Personality grooming sessions.
    3. Developing leadership qualities in students through various activities.
    4. Guiding students in defining their career goals.
- **To enhance academia industry/organizations interface.**

    1. Organize various activities for extending relations with industries.
    2. Signing MOU with organizations/corporate/industry to exchange the knowledge and expertise in relation to Architecture.

3. Formation of Design Cell

- **Implement/ Embrace good governance.**

1. To develop various policies, processes and systems for efficient working of the Institution.
2. Participatory approach.
3. Valuing opinion of every stake holder.
4. Developing infrastructure.

- **Expansion and Growth of Institution**

1. To increase intake of students.
2. Launching of additional courses.
3. Expansion and development of Infrastructure.

- **Strong Linkages with Alumni**

1. To foster ties with Alumni for strong networking.
2. Formation of Alumni association, participation and registration
3. Leverage for guest lecturers/internships/placements/training/ entrepreneurship
4. Exploring Contributions of Alumni.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The Organization's structure consists of College Governing Body, College Development Committee, Principal, other institutional Committee, Alumni which consist of student representatives and faculty representatives, Administrative section

- **The Governing Body** of the Institute provides an overall guidance to the Institute within the purview of the statutes and guidelines of Savitribai Phule Pune University (SPPU) to which the Institute is affiliated. The Governing Body, in its meetings, makes the assessments of the functioning of the Institute and deliberates upon how the functioning of the Institute may be improved towards the achievement of the Goal by ensuring the quality.
- **College Development Committee :** The College Development Committee (CDC) was formed as per Section 85 of Maharashtra University Act, 1994. Meetings of CDC are held thrice in a year to

suggest, make recommendations, take periodic review for overall development of the institute and follow – up on the various developmental activities in accordance with the Vision and Mission Statements, Long Term and Short Term Goals, Objectives and Policies framed. CDC also includes representation of faculty and staff.

- **The Principal** takes recommendations of the Local management committee duly approved by the Governing body as major inputs and is responsible to execute the decisions of the management. Principal with Internal Quality Assurance Cell, that includes the senior teachers of the college acts as an essential point in generating ideas through the inputs received from all stakeholders of the institute for generating the quality policy and plans towards the future growth of the Institute. The generated policies and plans are thus timely communicated to the respective stakeholders as per the requirement.

- **Service rules :** Service rules are followed as per SPPU and COA rule book for teaching and non-teaching staff.

- **Recruitment :** Teaching staff is appointed through selection committee appointed by SPPU and COA and PCET norms. For appointment of non-teaching staff PCET recruitment policy is followed.

- **Promotional policies:**
  - Teaching and Non-teaching promotions and increments are totally governed by PCET recruitment and promotion policy.
  - The institute endorses various other policies such as Academic policy, Leaves and Vacation policy, Library policy, Maintenance policy, Purchase policy, etc.
  - These policies are enforced for smooth and efficient working of the institute and the respective domains.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The college has effective welfare measures for teaching and non-teaching staff. Welfare measures taken towards the staffs reflect on the output and selfless contribution towards tremendous growth of the Institution.

Following welfare schemes are available for teaching and non-teaching staff associated with the Institute.

- Leaves for Coronavirus (COVID-19) Institute policy.
- Vaccination for all teaching and non-teaching staff. The institute organised a free vaccination drive for ease and well-being of the staff. This also ensured all staff got vaccinated and thus taking a step towards Covid-19 eradication.
- Encouraging faculty for attending / presenting papers at National & International Seminars & Conferences also for Council of Architecture – Teachers Training Program (COA-TTP). The institute always strives for growth and development of its faculty and for this faculties are always encouraged and provided with additional funding to attend such conferences and seminars. Also encouraging non-teaching staff members to attend various training programs for administration related work.
- Faculty development programs (FDP) for teaching and non-teaching staff members. In this they are encouraged to pursue different certifications and thus endorse carrier growth and development.
- Gratuity for all teaching and non-teaching staff after completion of 5 years.
- Winter & summer vacations are provided to the teaching staff.
- Employee Provident Fund for teaching and non-teaching staff.
- 12 days Casual leaves for Non-teaching staff and 15 days Casual leave for Teaching staff are given.
- Provision of Maternity leaves for ladies staff

All female regular staff is Half Paid (after completion of Two years)

All female regular staff is Fully Paid (after completion of Three years).

- Medical leave of Half pay of 20 days or Full pay of 10 days for all the Regular staff is given after the completion of the Probation period.
- Provision of On Duty to all Teaching and Non-teaching staff for special assignments with other

institutes for any official purpose or any other predefined college work with outside agencies duly sanctioned by authorities.

Other welfare schemes are available for teaching and non-teaching staff associated with the Institute.

- Internet and free WiFi facilities which are made available on campus for all the Teaching and Non-teaching staff members.
- Stationary shop and Photocopy machine, ATM at campus.
- Uniform provided for peon, security guard and cleaning staff at campus.
- Transport facility for teaching and non-teaching staff.
- Study Tours: Exposure to National and International architecture through various study tours for faculty and students to broaden their minds and horizon.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 53.18

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**

2020-21	2019-20	2018-19	2017-18	2016-17
24	48	8	8	0

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

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

Response: 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	5	2	1	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 51.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	21	15	11	10

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

The college has a Performance Appraisal Report for teaching and nonteaching staff which is assessed at the end of each Academic year. The objective is to evaluate the performance as per established norms and also to identify potential qualities for improvement that can eventually lead to further progress and growth of

the employee as well as the institute.

The salient features of the performance appraisal system for teaching staff are as follows:

- **Academic Performance Index (API)** which includes students' result, attendance, feedback, teaching practices and efforts, exposure to the building industry, examination duties and Principal appraisal.
- **Institutional Development Index (IDI)** which includes the coordination of various assigned Portfolio work.
- **Research and Professional contribution Index (RPCI)** which includes journal publication / conference publication, conference /seminars / workshops attended and organized, Teachers Training Program (COA-TTP) / any other Faculty Development Program (FDP), Thesis / Project guidance, Professional Membership of Professional Bodies, Professional Practice contribution / Social work contribution.
- The performance is measured based upon giving due weightage for API, IDI and RPCI which is reviewed by API Coordinator and further by Principal.

The salient features of the performance appraisal system for non-teaching staff are as follows:

The various parameters for staff members are assessed under different categories i.e.

- **Key Result Area's (KRA)** which includes performance is measured upon job descriptions, roles and responsibilities, contribution for betterment of the institute.
- **Self-Assessment Form**
- **Critical behavioural attributes to be filled by assessing officer**
- **Remarks of reviewing office**

On the basis of Appraisal form filled by all teaching and non-teaching staff members the result of appreciation is in the form of raise in salary, promotion, incentives etc. All the Appraisal form documents of both the teaching and non-teaching staff are confidential and under the custody of reviewing officer.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute takes utmost care for preparing its Financial budget, its allocation and utilization by the college. There are various budget heads taken into consideration and as per the requirement the allocations are done, Following is the process which is followed to prepare and allocate the budgets for the institute,

Budget preparation and its allocation:

- The Academic Departments and other Sections such as Library, Training and Placement, Administrative Office are asked to prepare and submit the Budgeted Expenditure for major Heads such as Laboratory Equipment, Consumables, Software, Maintenance, Library, Students and Staff Development, Research etc.
- Considering the requirements for next Academic Year, Natural Growth in Students Intake, expected Receipts through Fees and previous Year?s actual Expenses, the Budget for the next Financial Year April to March is prepared.
- This Budget is put for Discussion, Review, Suggestions and Recommendations in the Meeting of the Local Managing Committee.
- The Budget, after recommendations of the College Development Committee, is put up for Considerations and Approval in the Governing Body Meeting which normally convenes in the month of March for this purpose.

Internal Audit:

- The accounts and procedures of internal control of finance are carried out by the head of the accounts team on a day to day basis and quarterly audit is done by the internal auditor.
- Internal audits are conducted quarterly by the Accounts section of the College and the Chartered Accountant.
- The audit of accounts and submission of Quarterly returns of 24Q & 26Q tax returns are carried out quarterly.

External Audit:

- The accounts and procedures of internal control of finance are carried out by the head of the accounts team on a day to day basis and annual audit is done by the statutory auditor.
- The audit of accounts and submission of income tax returns are carried out regularly each year.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response:

Efforts are taken by the college to mobilize the resources using following means:

- The major source of institutional receipts is student's educational fees for meeting routine salary and non-salary expenses.
- Income from other sources is interest on fixed deposits, conduction of competitive and university examinations, consultancy etc.
- Records of Balance sheet for the last four years are made available in our college Library at SBPCOAD.
- Any shortfall/ deficit are managed by taking assistance from the Trust (PCET).

Institutional strategies and resource mobilization:

- Pimpri Chinchwad Education Trust demands budget allocation under various heads, well in advance, before the start of the financial year.
- Depending upon various activities like seminars, study tours, cultural, student activities, establishment expenses, various heads are defined.
- Some heads are already defined by the Trust.
- The broad heads are recurring and non-recurring expenses.
- Purchasing any kind of material required for the institute is processed by a systematic procedure.
- Institute has a systemic process for Reimbursement of any expenses according to trust office policies.
- Expenditures under various heads are done based on budget remaining under various heads, with permission of the CDC.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for 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

Response:

The Institute has initiated many internal quality practices long with implementation of the ISO 21001 Educational Organisations Management System (EOMS) since 2020 and has received the ISO 21001: 2018 certification in March 2021, (TUV SUV, SOUTH ASIA PVT. LTD).

Practice No.1: Objectives of training and implementation of ISO

- ISO awareness training – Difference between ISO 9001 & 21001:2018
- Lectures to describe the principles of EOMS, how is the process approach (PLAN, DO, CHECK AND ACT)
- Awareness about the guidelines for auditing and the requirements of EOMS
- Awareness of the clauses of the EOMS 21001:2018 and if they are applicable to our organization SBPCOAD.
- Conducting of internal auditor's exam based on ISO 21001:2018.
- Regular internal audit are conducted every 6 months by qualified internal auditors of the institute.
- Review of quality management system is conducted once every 6 months through management meetings.
- **Certificate to SBPCOAD for implementation of EOMS(Educational organization management systems) in accordance with ISO 21001:2018**

Practice No.2: Digitisation of Academic Process

- Digitisation of teaching process.
- During the period of Pandemic, the institution strived hard to make available all facilities such as online classes, online assessment, reviews, etc so as not to hamper the academic loss of the students.
- Provision of digitalised Studios where audio visual presentation and videography of essential subjects were produced and sent to students for academic work.
- Site visit videos were shared on online platform, for students who couldn't attend this vital part of the curriculum due to pandemic situation.
- Lessons conducted in form of presentations and made available to students through google meet platform
- Preparation of additional material through Academic Knowledge bank developed by the institute.
- Preparation of teaching learning notes and making them available through ERP
- Providing access to various journals via digital library which gives access to various portals which in turn helps student knowledge.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations

and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

- The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed.
- Academic commencement of all years, various events, examination schedule, SPPU holidays, mid-term and end-term submission dates, Parents Teachers meeting (PTM) schedule is mentioned in the Academic Calendar.
- All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, teaching learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the Institute.
- All students are also given a guided tour of the campus and the various facilities. Students are given Time-Table, syllabus of the courses before the semester commences. Important announcements, circulars and notices are circulated by respective class coordinators to the students through e-mail as well as informed during class hours. The academic team make random visits to ensure smooth functioning of classes through class monitoring sheet.
- Feedback from students is also taken individually for respective subjects, which are taken twice in the complete term. Students are also free to approach the Principal for feedback and suggestions. Feedback is properly analyzed and shared with the Principal, Academic coordinator and individual faculty members.

The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations. Following are the various incremental improvements implemented over the course of five years:

1. **Digitisation through teaching learning:**

- Daily attendance with biometric records & SMS for parents.

- ERP system implementation from 2020-21 in all areas of the institute for proper tracking of teaching, attendance, performance record and administration.
- Automation of Admission Processes - Provision for online fee payment through ERP.
- Automation of Examination Processes through ERP.

Teaching methodology:

- To impart book knowledge as well as provide exposure to site study, market trends and various aspects of building industry to our students. In order to keep up with the changing world, current development needs such as Climate Responsive Architecture, Digital and Parametric architecture, Low Carbon design, Environmental Awareness, Social needs etc. are incorporated in students curriculum.

- Remedial classes for students who required more guidance.
- Students' interaction with eminent architects, various professionals is organized by the institute on regular intervals to motivate the students.
- Maintain high standards with researchers, academicians & various institutes which play an important role for overall development of Institute.
- Study tours have been conducted where students studied Rural and Urban designing, Urban Fabric and Master Planning to various places in India such as Trimbakeshwar, Hyderabad, Pondicherry, New Delhi, and Chandigarh and internationally at UAE in which students visited Dubai, Sharjah and Abu Dhabi. In addition to this, college arrange many site visits and case studies in and around Maharashtra.
- Guest lectures, Seminars, webinars, workshops and Industrial Interaction workshops are arranged throughout the year by various recognized individuals in the field. Eminent Architect's and professionals more than 50 visited and guided our students.
- Development of lab manuals.
- Increase in number of activities conducted in studio.

All-round Activities for All round development:

- MoUs' with various industrial companies, Architects, professionals, vendors, etc.
- College ensure all-round development of students by participating in NASA, architectural competitions and conducting various events such as, International Yoga Day, Environment Day, Annual Matrubhasha Diwas, Cancer Awareness for Students, Fresher's Party etc. College also arrange an Annual Cultural Day and an Annual Sport's Day and Student's Work Exhibition, Award distribution and Inauguration of newsletters, etc.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equity is one of the key challenges in society today. In S B Patil College of Architecture & Design, Gender equity is about creating conducive learning and working environment for the present age.

Our main focus is to have good gender equity in the institute as well as to have a gender-neutral atmosphere for both students and faculty which assures equal opportunity to all and participation of everyone.

Gender equity- In S B Patil institute, Gender equity is about creating conducive learning and working environments for the present age. The institute conducts regular gender equity promotion programs on topics such as health and hygiene, entrepreneur opportunities, self-awareness and personal growth. Various infrastructure and supporting facilities are adopted at SBPCOAD for women.as follows:

1. Safety and Social Security:

- The Campus has a robust Security and Safety system with multiple checks at entry points for all personal and vehicles.
- There is 24×7 CCTV Surveillance throughout the campus. Institute displays emergency contact numbers in college campus for the student and faculty.
- Students are allotted ID cards and it is compulsory for them to wear the same on campus. Outsiders are checked by security staff and are allotted with visitors ID cards.
- Student's Council and faculty members regularly counsel girl students on safety and security.
- The institute has also formed an anti-ragging committee and Prevention of harassment of Women Grievances Committee under University of Pune, which intends to solve problems of all girl students as well as the female faculties of the institute.
- Buddy Cop is the Ravet police group initiated by trustees of campus for the safety of girls staying in hostels. In case of any emergency girls can directly contact this group. Posters of Buddy cop group are put up in the corridor of girl's hostel and all emergency numbers are displayed over it

2. Personal counseling and mentoring:

- The Institute has a mentor–mentee system which helps effective resolution of the problems faced by students.
- A number of sessions emphasizing on gender equity are organized in the institute from time to time, where doctors and personal counselors are invited, which helps female faculty and students to develop their Health awareness, professional compatibility and leadership quality.
- The details of such events are attached in the Action Plan. All the reports of these action plans are submitted to the IQAC Team.

3. Common Room:

- There is a provision of separate 'Girls' and 'Boys' common rooms.
- The rooms are spacious and airy.
- Toilets are attached to the same.
- In case, any student feels sick, they can use these common rooms for taking short rest.

4. Day care center for young children:

- Day care center facility for young children and appointment of a Professional counselor at campus level is proposed in the next future perspective plan.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Environmental protection is a practice that aims to protect the natural environment from the hands of individuals, organizations and governments. It is the need of the hour since the earth's environment is deteriorating every day, and the reasons are human beings. We SBPCOAD college believes in environment practices to protect our nature and mother earth.

Following are the facilities which institutions are driving for the management of waste.

- **Solid Waste Management:**

The college is having dedicated focus to ensure minimal waste is generated in the campus. Solid waste is first segregated as biodegradable and non-degradable and then handed over to PCMC. All administration spaces and classrooms are provided with adequate dustbins for dry waste disposal.

The organic waste generated from landscaping and garden trimming is pulverised in a shredder machine and then composted in composting pits. The manure or compost generated is used in landscape work. Rest of the recyclable and segregated waste is handed over to the PCMC waste collection facility.

Being an Architectural Institute, we use a lot of stationery, paper and model making material. Hence there are more chances of generating a lot of waste. Reuse and upcycling are the basic policies that are adopted in the institute. The housekeeping cell keeps on moving waste material including paper, plastic, packaging material, broken furniture to recycling agents from time to time.

- **Liquid waste management:**

All the sewage generated in the campus is collected, transported and disposed of in the PCMC sewer Line. Ganesh lake is located adjacent to the college campus. Overflow water of Ganesh Lake runs from the College campus through a stream. Institute gets an advantage to use this water for landscaping purposes.

- **Biomedical waste management**

There are bins for collection of sanitary pads from all the female toilets in the institute. Those bins are labelled with a red sticker for easy identification and proper disposal. Additionally, in Girls Hostel Block, incinerator is also installed for proper disposal of sanitary napkins

- **E- Waste management**

As the Institute is just seven years old, we have no E-waste generated till date. Regular maintenance of all equipment is done on a timely basis as per the allocated maintenance budget The campus has an E-waste exchange policy with the vendor where in an exchange value is sought for the e-waste and the same is adjusted with the value of any new product to be bought.

- **Waste recycling system**

Food waste is generated in the canteen, and it was disposed of in a biogas plant. Also, organic waste like trees, plants and shrubs are disposed of in a shredder machine within the campus. Through this process a good amount of manure is generated which is used for landscaping.

- **Hazardous chemicals and radioactive waste management**

There are no sources of Hazardous chemicals and radioactive substances in any of the activities of the institute.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

SBPCOAD has inclusive environment in terms of cultural, regional, linguistic diversities in students as well as in faculty. Students and faculties from different regions of India are part of the institute. We

practice what we preach. This world is a mixed fabric of several cultures, civilizations and people, and architectural education also teach different regional architecture and architects from all over the globe are considered as respectable personalities. Inclusion in the institute is through following measures.

Curriculum delivery: Throughout the academic curriculum, students learn different aspects in cultural and socio-economic development in architecture. In the academic world, right from first year there are multiple opportunities, where students discover and learn about our own nation and also the world outside. The courses offered in the curriculum like 'Introduction to architecture', 'Humanities', 'Climatology', 'History of Architecture', 'Contemporary architecture', and 'Landscape Architecture' etc directly introduce them to the various geographic locations, cultures and people. Architectural Design Studio in their settlement study (even semester) is connected with a geographic location, and they are educated to value, respect and consider the site, climatic conditions, people and cultures.

Societal concern projects: Faculty and students contribute towards societal concern projects as extracurricular activity, here they imply their knowledge and skills to address the city's issues. Sensitizing students towards social and socio-economic issues. The students are always ready to respond to the situation.

Study tours: Each year students along with faculty travel to one geographically different destination to experience the regional and diversities. So far students have travelled to various destinations like Trimbakeshwar, Hyderabad etc.

The institute provide initiatives in providing an inclusive environment for the students. The purpose of conducting such events in the institute is to in calculate the sense of harmony among students. A table showing various activities to increase consciousness about tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities.

SR.NO	ACTIVITIES	YEAR	
1	International Yoga Day	Every Year	
2	Matrubhasha Diwas	Every Year	
3	Cultural Day	2016-2019	
4	Independence Day	Every Year	
5	Republic Day	Every Year	
6	World Environmental Day	Every Year	

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Making students responsible citizens has been considered as the responsibility of our Institute. The sensitization process happens not only in the classrooms and within the schedule time table but across and over and above it.

Understanding and experiencing the nation: The faculty believes in pedagogy that inspires students to contribute towards Nation through their profession. The students are also sensitized towards villages which are the real identity of a nation.

The settlement studies are the opportunities where right from first year to final year they understand our nation through to the small settlements, villages, towns, cities and megacities. Sometimes the sites for design projects are chosen in surrounding areas to make students understand the regional context.

In this course they get the opportunity to experience the area and interact with the people. Architecture of any area is the reflection of the people, culture and life of it. And hence there had been multiple occasions that students and Faculty of the institute had visited even the remotest areas of the nation, and also the places of international importance over the globe. They observe and learn how their profession can contribute towards these areas.

We can confidently say that our students can relate their profession with the rural areas of India as they see that their profession can improve living conditions there. They also are well aware of the challenges and threats of urbanization and have been educated to work towards it.

Sensitization about Social and National responsibility of architects- On National festivals like Independence Day and Republic Day , college has always invited eminent guest speakers whose prominent works towards nation or as a citizen motivate the students. Students generally get along with these motivational thoughts and also work towards it.

Relating the course work with duties towards nation- The entire period of five years, all the thinking process in the academics is towards national, social and cultural responsibilities. The final year thesis topics reflect how they have related their profession to the present context needs of the nation.

Design of any particular projects has always been associated with cultural, geo graphical, social context, which taught the students national obligation and social responsibility.

Contributing by extracurricular activities- The extracurricular activities of the students are also pertaining to the values, duties and responsibilities towards Nation. There are numerous evidence to observe this sensitization. Students donate blood, work for Swachh Bharat Abhiyan, and donate their savings to award money for social benefits, and many like that.

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and

other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The campus of S B Patil College of Architecture and Design always resonates with the positive vibes of celebrations. There are some festivals that are celebrated every year.

As part of our efforts to inculcate in students the appreciation and respect for India's rich heritage and diversity, and also to reinforce in them national pride and admiration for all, we celebrate the following important days and events in our Institute.

SR.NO	DAYS/ EVENTS	Date	
1	Republic Day	26th January	
2	International Women's Day	8th March	
3	World Environment Day	5th June	
4	International Yoga Day	21st June	
5	Library Day	12th August	
6	Independence Day	15th August	
7	Teacher's Day	5TH September	
8	Gandhi Jayanti	2nd October	
9	World Architecture Day	First Monday of October	

National days 26th January, 15th August & 2nd October: Celebration of a National day marks the nationhood of a nation or state. It develops the sense of patriotism and helps remember the courage and sacrifice of our freedom fighters to achieve this precious freedom.

International Women's day 8th March: The International Women's Day celebration rejoices the social,

economic, cultural and political achievements of women all over the world. The day also marks a call to action for accelerating gender parity.

World Environment Day 5th June: The importance of celebrating World Environment Day is to spread awareness about the threat to the environment due to rising pollution levels and climate change. Through awareness campaign and plantation drive we try to contribute to our part towards nature preservation.

International Yoga Day 21st June: The celebration of International Yoga Day helps to raise awareness worldwide of the many benefits of practicing yoga. Yoga professes a complete system of physical, mental, social, and spiritual development which is important for students and teachers as well.

Library Day 12th August: The celebration of Library Day helps students understand the role of library and its importance in academic life. Library helps us access all the needed information and assists progress in our learning capabilities and knowledge.

Teacher's Day 5th September: Teacher's day is celebrated to show our respect and gratitude towards our teachers. It also marks the importance of a guide and way finder in our life and career.

World Architecture Day: Every year World Architecture Day is celebrated on first Monday of October. It is celebrated to reflect on the state of our towns and cities and the basic right of all to adequate shelter. It is also intended to remind the world of its collective responsibility for the future of the human habitat.

File Description	Document
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[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:

7.2 Best Practices No.1

1. Title of the Practice: Annual Architectural Exhibition of Students work for the students and parents.

2. Objectives of the Practice

1. It is a chance to celebrate student's hard work with architectural fraternity, friends and family.
2. As the exhibition is open to the public, it is also great exposure for students and their careers.
3. Displaying the drawings, models, competition entries and group work done by the students in that

academic year.

4. Exhibition also helps to motivate the students to work in a positive direction and inculcate a positive competitive spirit.

5. Helps students to improve their design thinking process, presentation skills and communication skills as an overall personality development towards entrepreneurship.

3. The Context

Annual Exhibition of Academic work is the most important and integral part of Architectural Education. Students from all years of Architecture course come together to display their hand-drafted and Computer-generated drawings, architectural models, art installations, design competition drawings, etc. with a certain display theme. These Academic exhibitions help students to interact with their counterparts and as well gives exposure to their skill and art. Also, it provides platform for the students to get exposure to various professional Architects and Architectural firms visiting the exhibition for their future job and business opportunities. The display and presentation build up the confidence and communication skills of the students. It is also a proud moment for the parents to see their wards work displayed in the exhibition and their hard work appreciated by everyone.

4. The Practice

Since the inception of the institute (2014), S B Patil College of Architecture and Design has worked towards the overall development of the students into well-equipped Architects and entrepreneurs.

Architectural exhibition has been one of the most important strategies in achieving this. Initially the practice started on a small scale due to fewer students but as years passed the student strength increased and we could have a larger display. Over the years we could see improvisation in students' work as they strived hard to be part of the exhibition. It has helped cultivate a healthy spirit of competition among students so that their work gets selected for the exhibition. This has also helped improve them on their design thinking skills and presentation skills. The students strive to learn new architectural software for better representation of their ideas and design features.

Institute has successfully organized Students work exhibition with eminent guest for the Inaugural function. The guests and visitors have always appreciated the efforts put in by the faculty members and students to make these exhibitions a large success.

5. Evidence of Success

- In the last five years total around three students work exhibitions were organized in which nearly 80 % of the batch's students participated. however, participation was low in last two years due to pandemic and college was closed for students. Yet we have a permanent exhibition installed at the Institute which the students and parents can attend any time so as to understand the curriculum work and presentation by former students.
- Along with these activities like "Energized Spaces" and installation of Art gallery displaying Students models was undertaken in year 2018-19 and 2020-21 respectively where student participation played an important role along with faculty guidance.
- Due to such activities the placement percentage has increased from earlier 5% to 25% in the last 5 years.
- Before the exhibition special guidance is given by the faculty members to the students to complete

their work for the exhibition with neat and good presentation. Also, model making workshop is arranged which helps students create good architectural models of the structures that they have designed.

- Successful organization of exhibitions displaying students' work and institutional achievements which is visited by eminent guests, professional architects, academicians, parents, alumni and students from other institutes.
- Better placement opportunities are created for students due to exposure of work to potential employers.
- These Exhibitions have also overall helped to raise the Institute's standard in Architectural Education field and has also helped student and parent satisfaction.

Problems Encountered and Resources Required

Few problems were faced in initial years like fewer students, lack of infrastructure. Also, improvisation in students' work quality was needed. But SBPCOAD and its faculty along with their hardworking students have overcome all the possible problems associated with arranging these exhibitions. We now have a robust infrastructure and ample space to hold these exhibitions in our premises itself.

Successful Organisation of Student work Exhibition:

Academic Year 2016-17:

S B Patil College of Architecture and Design hosted an exhibition "MRUNMAY". This is the annual exhibition of the college. It was inaugurated at the hands of renowned architect, Ar. Vikas Bhandari on 8th February 2017.

Academic Year 2017-18:

Exhibition 2017-18 "MRUNMAY-THE SEED" This year the theme for the exhibition was derived from the last year's theme "Mrunmay –The Earth". "Mrunmay –The Seed" marks the next year of exhibition.

Academic Year 2018-19:

This year's exhibition was arranged on the theme of "Aspiring Architects: Journey of 5 Years"

'ENERGIZED SPACES'- COLLEGE WALL PAINTING ACTIVITY

The purpose of this activity was to make the building lively and also to get inspired by the similar activities happening in other Architecture colleges in SPPU, India and abroad, to motivate students to take part in college activities.

7.2 Best Practices No. 2

1. Title of the Practice: Student exposure to culture, material. Construction technology and development through International and National Study Tours.

2. Objectives of the Practice

1. Effective Learning

To acquire first-hand knowledge about a different side of living, such as rural India or new metro city development or urban agglomeration. Using the knowledge acquired to gain an understanding of programs, policies, services and procedures that impact society's systems.

2. Personal Development

Educational Tour offers the perfect informal setup for discussion, dialogues and experiences which helps in developing various life-skills, such as team building, time management etc. to enhance one's reach and impact in society. To focus on self-awareness in a personal as well as a professional context. To accept the importance of differences and diversity, and to be sensitive to every individual, irrespective of the difference in opinions.

3. Deepen Social and Historical Knowledge

Educational tour expose students to different lifestyles, places, people and era. When on educational tour students broaden the understanding of every aspect of the place and its people. Students gain first hand experiences and which allows teachers to expand the topic which is not possible during the normal class.

4. Develop Critical Thinking

There are several studies suggest that educational tour stimulates student's reasoning skills. Students learn to take their own decisions and act appropriately considering the safety of self and others.

5. Respect for Culture

When students travel to different geographies they are exposed to ideas, customs and social behavior of other societies. This may be through various experiences like Homestay Style of Trekking or participating in community work in different geographies. These activities make students to able to indulge in culturally different situations, and dealing with them appropriately.

6. Enhances Perspective

To have a better understanding of issues related to socio-economic factors, poverty, substance abuse, interpersonal relationships, community violence, social injustice, and mental health problems etc. gaining access to appropriate resources to deal with such issues.

7. Effective Communication

To develop communication skills to effectively participate in society's aspects and contribute for the betterment of individuals. Few other benefits are to focus on all kinds of practice skills related to the destination for the field trip. Students can use these skills for the upliftment of members in society to integrate multiple social work practices and theories to apply general knowledge in different situations.

3. The Context

As per the SPPU syllabus, study tours based on different contexts are part of the curriculum.

First year B. Arch: Study and analysis of a rural settlement and architecture with respect to lifestyle, climate & social structure etc.

Second Year B. Arch: The students must undergo a Settlement study / study tour in a region which is different in terms of socio geographic characteristics than the place where the institute is located.

Third Year B. Arch: To study a location in urban context preferably in a different socio?geographic setting other than the Institute (not mandatory), and document the study done in the tour in the form of a report with emphasis on relevant aspects like climate, social structure, culture, architectural typology, construction technology, urban fabric, economy, etc or any other issues which need to be considered for envisaging a design project in totality.

Study tours bring students in contact with many different contexts, which lead them to realize the difference it brings in the architecture and culture of the place.

4. The Practice

The various national and international Study Tours organised by the institute are with the context of location and brief given in the syllabus for the particular semester.

5. Evidence of Success

The students visited and studied various locations for their Architectural Study Tour. The exposure to various cultural, social, economic, demographic and architectural details of the location of the study tour helped understand the impact of various factors on development of a settlement and a city as a whole. Students assimilated this information in the way of sketches, photographs, and measured drawings to put forth their analysis of the study.The learning's from study tour will help students take decisions on use of appropriate technology, material and context in their future design studios. Design Projects based on the inferences from the study tour are planned so that they put their analysis to correct use.In architectural education, on-site research is very important in design courses and studio work.Understanding the site context is crucial for developing appropriate architectural, landscape, and urban design concepts related to local environmental, socio-cultural, and socio-economical factors. Studying space physically brings the benefit of multi-sensory experience ,and thus increases the understanding of the way space is arranged.

6. Problems Encountered and Resources Required

As the study tour is part of curriculum, it is the integral and compulsory part of academics but finding a purpose apart from academics is a tough part to decide. At SBPCOAD we not only follow the curriculum guideline but we try to put in something extra as part of study tour. The major tasks involved which were challenging can be noted as:

1. Identifying appropriate location for the contextual study for all year students.
2. Finding appropriate tour operator who can carry out the schedule as per the Institutes requirement.
3. Correspondence for tie up with architectural institutes and professional bodies at tour location for student and faculty interaction.
4. Imbibing the importance of study in students so they provide adequate attention to the details of the study.
5. To reduce the cost of study tour and reduce financial burden on the students while maintaining the

context and importance of the study.

6. Resources required: Knowledgeable Tour Operator with budget friendly tailor made architectural tour which would follow the study context and achieve the required goal.

7. Successful conduct of International and National Study Tours:

Inter National Study tours:

1.   Dubai, Sharjah, Abu Dhabi, UAE

National Study tours:

1. Rajasthan: Jaipur, Udaipur, Chittorgarh & Mount Abu
2. Ahmedabad, Gujarat.
3. Madgaon, Goa.
4. Chennai, Mahabalipuram, Pondicherry & Auroville
5. Agra, Fatehpur Sikri, Delhi& Chandigarh
6. Hyderabad, Andhra Pradesh
7. Nashik, Trimbakeshwar.
8. Panhala, Kolhapur.
9. Wai, Satara.
10. Alibaug (Bamnoli & Varsoli Koliwada)

For the students, this International study Tour proved to be eye-opening and action-packed, offering the chance to meet and mix with peers from other countries, discover new enthusiasms and, along the way, develop a stronger sense of self-confidence and independence. It also promoted international topics of education, building a strong foundation of cultural understanding.

The entire Study tour was spread over 5 days with visit to all important structures and places in UAE to understand their design aspects, material use, construction technology and advancements related to building services, operation and maintenance.

A detailed review of day to day academic, architectural and leisure visits done by the students

And faculty was undertaken so as to exchange the thoughts and views of students on their understanding and observations. The International study tour ended on a happy note with all the participants returning home safely with load of experience and knowledge.

File Description	Document
Any other relevant information	[View Document](#)
Best practices in the Institutional web site	[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:

7.3 INSTITUTIONAL DISTINCTIVENESS

With respect to the Vision and Mission of the Institute, we nurture, guide and empower students to become competent, responsible and good citizens through the best practice discussed here.

At SBPCOAD we believe in empowering the students with knowledge, values, skills, creative lateral thinking and also enable them to become entrepreneurs and successful Architects while safeguarding the global, societal and environmental issues with their innovative thinking and design.

We at SBPCOAD empower our students by facilitating them with pedagogy that benefits them as well as the educators.

- **We give students decision-making power and help in developing skills in the area of their curriculum.**

1. Architectural design Studio is an important part of the Architecture curriculum. We help students resolve the design brief and help them design functional and aesthetic buildings by giving them proper contextual guidance related to their design project.
2. Progressive assessment is done to keep track of student's development. Progressive viva is also conducted to give students exposure towards presentation skill of their design, construction and landscape details and develop their convincing power.
3. Various workshops are conducted to develop different skills among the students. The assignments are designed in such a way that the students get exposed to various presentation modes and model making skills. Programs are held to instil moral values through discipline and create responsible adults by providing proper direction and counselling.

- **We encourage Teacher participation in students' curricular and other activities.**

1. Teachers are part of all workshops and seminars curated for students. They personally guide and help students understand the various concepts and theories.
2. Teachers are also an integral part of Study tours organized for students are part of their curriculum. Teachers ensure and guide students to visit all important monuments and structures during the study tour. Special meet ups with architectural colleges, firms, famous architects at tour locations are arranged by the faculty to give good exposure to the students to the architectural practice, style of architecture and design philosophy. Also, the impact of culture of the place on architectural style of the place is also focused in the study tours.

- **We encourage meaningful technology and skill use in the classroom.**

1. All the classrooms and studio at SBPCOAD are ICT enabled. We have good internet connectivity and projectors, screen, green board, pin up display boards are all provided in the classroom. Also our library has all curriculum related books and journals as well e-resources which can be referred at any time.

2. Our students are encouraged to develop their study models and also final design finished handmade models for Design related viva.
3. Students also use modern software available for presentation and rendering work of their Design projects. We have installed all required software on our computers in the computer lab.
4. We have Knowledge bank of 650 downloaded videos on various topics of Architectural Education. Also a compilation of quiz questions on architecture and allied fields is available as ready reckoner for the students.

- **We involve students in self and hands on experience and acquaint them with cultural diversity and architecture around the globe.**

1. Various workshops and Construction Yard activities are carried out to give our students hands-on experience of model making and various construction techniques. Various seminars and lectures of experts on topics related to their course as well as other Environmental issues like Water crisis, Global warming and Disaster Mitigations are also conducted.
2. Study tours are arranged every year following the context stated in the SPPU Syllabus for respective years of B Arch Courses. In these study tours students study rural and urban settlements, carry out case studies, measure monuments and structures to produce measured drawings. In this process students develop their communication skills while divulging in conversation with local residents of the place. They learn the cultural, socio-economic, climatic impact on the structures in that place.
3. The International Study tour to Dubai made students aware of the modern technologies and advancements in High Rise Construction. They got acquainted with new materials, interior design ideas and façade development through their visit.

- **We give the students a voice and chance to display their talent through various forums to project their opinions and feedback.**

1. Various curricular, extra- curricular and co-curricular activities are conducted at SBPCOAD for all-round development of the student.
2. Programs are organized where stalwarts of the industry and related allied fields are called upon as guest speakers to inspire students in pursuing their Architectural career.
3. Curricular: Student work exhibition, Workshops, Seminars, Construction Yard activity, Study Tours, Viva and presentations.
4. Co-curricular: Participation in Design Competitions, NASA (National Association of Students of Architecture) competition and convention participation, quiz competitions, heritage documentation completion, etc.
5. Extra-curricular: Participation in social activities, sports, drama and entertainment programmes.

By implementing all these strategies mentioned above students at SBPCOAD are motivated and encouraged to be good architects and better citizens of India. It helps them think creatively and critically at all aspects of Design and Architectural Career as a whole. The vision of SBPCOAD is thus been tried to be fulfilled with continuous academic efforts of teachers and relentless grasping of information by the students.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Our perspective/ strategic plan includes following stages:

1) To enrich teaching learning processes.

a. Focus on developing student's skills and competencies by imparting creativity, innovations and attitude to be sensitive towards national, social and environmental issues.

b. To promote experiential learning, participatory learning and hands on learning system.

c. To stimulate interaction with professionals from various fields.

d. To encourage students and faculties to participate in various Architectural competitions.

e. To have academic audit.

f. To enforce academic calendar.

2) To nurture value-based, creative and critical learning.

a. To develop inquisitiveness by creating learning ambience.

b. To develop rich knowledge resources by library, material museum, environmental lab and other labs.

c. To induce reading habits.

d. To develop a bank of creative exercises.

e. To document heritage structures.

3) Holistic development of students.

a. Inculcating a value system in students.

b. Personality grooming sessions.

c. Developing leadership qualities in students through various activities.

d. Guiding the students in defining their career goals.

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4) To enhance academia industry/organizations interface.

a) Organize various activities for extending relations with industries.

b) Signing MOU with organizations/corporate/industry to exchange the knowledge and expertise in relation to Architecture.

c) Formation of Design Cell

5) Implement/ Embrace good governance.

a) To develop various policies, processes and systems for efficient working of the Institution.

b) Participatory approach.

c) Valuing opinion of every stake holder.

d) Developing infrastructure.

6) Expansion and Growth of Institution

a) b) Launching of additional courses.

c) Expansion and development of Infrastructure.

7) Strong Linkages with Alumni

a) To foster ties with Alumni for strong networking.

b) Involvement of Alumni association, participation and registration in institute activities.

c) Leverage for guest lecturers/internships/placements/training/ entrepreneurship

d) Exploring Contributions of Alumni in knowledge sharing and financial aid.

Concluding Remarks :

S B Patil College of Architecture & Design has always believed in their Vision and Mission right from the start of the Institution by providing quality education and developing students into responsible Architects and entrepreneurs on global level.

We have always looked forward to incoming challenges in the teaching learning process with a positive attitude and have always sought solutions by looking at the brighter side of things.

Along with the best efforts to provide quality education and career guidance the institute also looks into many other aspects of which few are listed below:

1. Addressing the present-day issues in the country and at global level through the Architectural profession.

2. Introducing Post Graduate course after B.Arch.

3. Collaborative research with industry.

4. Consultation on on going projects of urban scale, and architectural innovation

5. Contributing in the area of architectural publications

6. Inter disciplinary research in collaboration with allied fields like art and engineering.

7. Setting standards of innovative learning methods.

Along with this we would also like to focus on:

1. Molding the teaching for rapidly changing generations of students and global scenario.

2. Imbibing moral values in professional education

3. Enhancing entrepreneurship quality in the students

4. Introduction of certification courses for academic flexibility.

5. Improving the Entrepreneurial quality of students and placement.