



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VIVEKANAND INSTITUTE OF TECHNOLOGY'S PADMABHUSHAN DR.VASANTDADA PATIL COLLEGE OF ARCHITECTURE

PLOT NO. 274/2, 275/2, 282, ADITYA NISARG, AT. POST. PIRANGUT, TAL.
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Padmabhushan Dr. Vasantdada Patil College of Architecture (PVPCoA), Pune is managed by Vivekanand Institute of Technology (VIT), a trust registered under the Societies Registration Act 1860 and Bombay Public Trust Act 1950. The trust is flourishing under the chairmanship of Adv. Abhay Chhajed. It consists of a dedicated group of people having wide experience in the field of social service, public administration and professional education led by Shri Jitendraji Pitaliya, the Managing Secretary of the Institute. A team of dedicated faculty members under the guidance of the principal Ar. Prasanna Desai handle the academic work in the college.

Although the college was founded in 1995, it was taken over by the current management trust in 2008 and moved to its current campus at Pirangut (outskirts of Pune) in the year 2011. With the intention of expanding, the college started two post-graduate courses in Landscape Architecture and Urban Design in the years 2016 and 2017 respectively. Currently, the college runs three courses in its campus – Undergraduate 5 year course in Architecture (B.Arch – Intake80), Postgraduate 2 year course in Landscape Architecture (PGLA – Intake 20), and Postgraduate course in Urban Design (PGUD – Intake 20).

The college building having a total built-up area of about 4760 sq.m sits on a 3.55 acre site with ample open space around it. The building has well-lit studio spaces, lecture halls, large lobbies that double up as interaction spaces as well as pin up spaces, a well stacked library with books, latest journals & periodicals. It also has a well-equipped computer centre and an environment offering 'round the clock' working for students equipped with an on campus stationery store and a canteen offering healthy food options.

Gradually over the past 12 years, the college has become one of the renowned colleges of architecture in Pune, preferred by many students from Pune and outside wishing to pursue the courses of architecture, landscape architecture, and urban design.

Vision

To create sensitive and socially conscious architects who can contribute in shaping our built environment.

Mission

- Increase student interaction and engagement with society through innovative projects
- Provide necessary support to faculty and students to undertake research projects addressing societal issues
- Collaborate with experts from diverse disciplines and expand the training and placement opportunities in the college

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Good academic teaching-learning environment conducive for all-round development of students
- Consistent track record of students winning several design and quiz competitions
- Dedicated faculty members coming from different places and having experience of working in diverse fields
- Situated in a city known for communal harmony and academic opportunities

Institutional Weakness

- Standalone college run by the management which limits interdisciplinary interaction
- Limitation of funds for expansion and procurement of infrastructure, being a privately managed standalone college, with fees dictated by government agency
- Weak alumni network that needs to be strengthened

Institutional Opportunity

- Possibility of collaborating and diversifying within the framework of NEP 2020
- Strengthen industrial tie-ups by taking advantage of the network established by the college management and faculty
- Self-owned campus increasing the possibility of future expansion and introduction of new courses

Institutional Challenge

- Attaining 100% student enrollment to courses after the years of pandemic
- Procurement of adequate grants to expand the infrastructure and maintain the existing one
- Sustain amidst increasing competition without compromising on the core values of the college
- Maintain focus on manual skills while adapting to digital literacy

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

VIT's PVPCoA is **affiliated to Savitribai Phule Pune University**, which has set the curriculum of the programs offered by the college. The Undergraduate program (B. Arch) consists of 10 semesters, each consisting of 16 weeks. Similarly, both the Postgraduate programs (Landscape Architecture – PGLA and Urban Design – PGUD) consist of 4 semesters, each having 16 weeks. From the academic calendar given by the university, our college reserves certain days for conducting hands-on workshops, quizzes, competitions, and special interactive sessions with experts. This is made possible by identifying overlaps in subjects mentioned in the syllabus, and chalking out innovative assignments that would help in carving out time for planning and executing *beyond-the-syllabus activities*. The details of curriculum planning have been mentioned in 1.1.1.

In addition to the subjects that are part of the syllabus, the college has offered **29 value-added courses** to students during the last five years. About **60% students** enrolled for these courses. We have also attempted to

integrate issues relevant to professional ethics, gender, human values, environment and sustainability in the curriculum through different projects and assignments, as mentioned in 1.3.1.

At the college, we try to enrich the curriculum by introducing activities that are not linked with the discipline directly but are helpful in overall development of students such as **yoga, folk singing, learning traditional instruments, sports, trekking**, and many others. These activities help the students to pursue their interests and also give them the much needed relaxation amidst a busy academic calendar.

The college obtains feedback on the curricula from students, practicing architects, and experts from other universities who visit the college. Based on this feedback, faculty members suggest possible modifications or restructuring in the syllabus to the Board of Studies of the university, if required.

Teaching-learning and Evaluation

Our college follows the norms of Council of Architecture (COA), Directorate of Technical Education (DTE) and Savitribai Phule University (SPPU) for admitting students. Usually, about 50% of the students enrolling in the college every year are from outside Pune that also includes students from outside Maharashtra. These students coming from diverse backgrounds enhance the academic environment of the college through experience sharing, interaction and exchange of ideas and experiences.

The college has maintained a **student to full-time teacher ratio of 10:1** consistently. This ratio has helped teachers to interact with the students in a better way. The appointment of teachers having professional experience in diverse streams of architecture and planning has helped to enrich the teaching pedagogy of the college. The teachers participate in various quality improvement and training programs to keep themselves updated to the latest developments in architectural education.

During the pandemic, teachers quickly adapted to online format and conducted classes online with the help of ICT tools. While doing so, focus was on **experiential and participative learning methods**. Different problems solving methodologies were tried out in subjects such as Basic Design for exercises on '**lateral thinking**'. Additionally, teachers came up with many interesting exercises to stimulate creative thinking amongst students, as elaborated in 2.3.1.

The Program Outcomes (POs) given by SPPU and the Course Outcomes (Cos) formulated by the college help to assess the various teaching learning processes in the college. The mapping of all the POs and COs for the subjects having credits has been done and their attainment levels have been calculated for the last academic year 2021-22. The assessment of all assignments is transparent. The college addresses to any exam-related grievances raised by students in a time-bound manner. Effectiveness of our teaching learning methods is reflected through the final year results, where the **passing percentage of students has been consistently around 80% every year**.

Research, Innovations and Extension

The college is committed to provide a favourable environment for students and faculty members to experiment and innovate. Some of our faculty members have received grants from government and non-government organisations for pursuing research. However, the college is still exploring various other sources of possible funding.

Simultaneously, the college is working towards improving the number of research publications in peer-reviewed UGC approved journals. Many faculty members participate in different seminars and conferences every year and their papers are published as part of conference proceedings. Now, the college is planning to host seminars and conferences in the coming year.

Sensitizing the students to the issues in neighbourhood through extension activities happens to be the strength of our college. **Humanizing Hinjewadi, exploring community as an idea, recontextualizing Bhugaon, Pune** are few of the many activities to list.

Currently, the college is in the process of expanding the number of collaborations with other educational institutes, NGOs, and industries. Through such collaborations, we plan to strengthen our research, training, and exchange activities.

Infrastructure and Learning Resources

Our college has state of the art infrastructure and facilities required for running the undergraduate and postgraduate courses. Studios, lecture halls, labs, material museum, construction yard, computer lab, and library with Wi-Fi connection constitute the teaching-learning infrastructure. In addition, we have cultural and sports facilities such as amphitheater, volleyball court, badminton court, and spaces for playing chess and carom. The architecture of the college building is such that the corridors, passages, staircases, and terraces act as spaces for congregation and interaction for students and faculty.

The college invests adequate amount every year for infrastructure development and augmentation as mentioned in 4.1.2. The **library is automated and uses AutoLib NG software** for accession and circulation of books and for other library related processes. Currently there are **more than 6000 books** in the library. The college has subscription of many journals and online databases such as **K-HUB, DELNET, and Charles Correa Archives**. Now, efforts are being made to increase the library usage by organising library orientation sessions for students. Library receives list of recommended books from the professionals in the field too that are procured by the librarian.

The college has strengthened its IT infrastructure during pandemic to be able to operate in a **blended learning mode**. Architecture being a technical course, demonstrations by faculty in the studios, field trips, and hands-on workshops become the primary means of teaching-learning; yet, certain theory subjects and short-term credit courses happen online. The college is currently well-equipped with computers and internet for this purpose, as explained in 4.3.1.

All the facilities in the college are maintained periodically. We are trying our best to stay updated with the latest technology and seek the necessary financial support for the same, whenever required.

Student Support and Progression

Holistic development of students is the foremost concern of our college. Therefore, we encourage our students to participate in various curricular, co-curricular, and extra-curricular activities and competitions. Many of our students have been **winners at architectural quiz competitions, design competitions, and sports**.

Within the busy academic calendar, we have been hosting **Shear force** – a three-day long sports event for all

architecture colleges in Maharashtra and **Insight** – annual college exhibition every year. We also arrange **Bhajan Sandhya** (evening of traditional folk songs), **food festival**, **monsoon** and **winter treks for students**. Our **Dhol Tasha Pathak** (band playing traditional instruments) performs at various cultural events in Pune. All these cultural and sports events bring out the hidden talent in our students and assist in their all-round development.

The college has the necessary mechanism of student grievance redressal in place. Students can raise any grievance online through the **grievance tab** provided on the college website. Due action is taken on the grievance within the stipulated time. The college has a **zero tolerance policy** towards sexual harassment and any form of ragging. Various committees set up in the college ensure that all students get equal opportunity to attain education and participate in all the activities of the college irrespective of their caste, creed, and gender.

The college ensures that students with weaker financial background receive scholarships and freeships offered by the State Government. The various beneficiary schemes under which students coming from weaker financial background receive scholarships is mentioned in 5.1.1 in detail. As per the details, about **600 students in the last five years have been benefited from these scholarships**. In short, the college ensures that necessary steps are taken for the welfare of students.

Governance, Leadership and Management

Our college is governed & managed by **Vivekanand Institute of Technology (VIT)**, a Trust registered under the Societies Registration Act 1860 and Bombay Public Trust Act 1950, consisting of a dedicated group of people having wide experience in the field of social service, public administration and professional education. There are 18 members in the Board of Directors of Vivekananda Institute of Technology Trust. Chairperson of the Trust is Adv. Abhayji Chhajed. The trust is concerned about the overall running & development of the college, development of infrastructure, and resolution in starting up new academic programs. In addition, it attempts to imbibe social sensitivity, consciousness and empathy among students through curricular, co-curricular, and extracurricular activities.

The college is focused on the empowerment of its teachers and encourages them to attend FDPs as well as QIPs, the registration amount for which is paid by the college. The management also encourages research initiatives and paper presentations by faculty in various national and international conferences and provides the necessary financial support. The management has various welfare measures for teaching and non-teaching staff like life insurance cover, mediclaim policy, EPF, free transport service, and free sessions with nutrition and psychological counselors.

The college has worked out a **strategic perspective plan for the years 2020 to 2025**. As part of the same, the management is strategically deploying funds or seeking grants for college expansion and addition of hostels and workshops. The college is also formulating a **plan for the implementation of NEP 2020**.

Institutional Values and Best Practices

Our college is committed towards gender equity, provision of essential facilities for women in the campus, and zero tolerance to any form of harassment to students, teachers and staff in the college. Students are sensitized to these aspects through various curricular and co-curricular activities, as elaborated in 7.1.1.

We try our best to implement green practices in the college. We plan to make our current systems of water management more efficient and regenerative, enhancing green cover in the college, energy saving, and responsible segregation of waste in the near future through our initiative of '**Clean Campus Green Campus**'.

Through various initiatives, competitions, and our college **magazine Keystone**, we try to have an inclusive environment in the college that respects cultural, regional and linguistic diversity, as explained in 7.1.4.

The conduct of '**Practical Training**' program and '**Architectural Quotient Quiz**' stand out as the two best academic practices successfully implemented by our college. At the same time, the work that we do in the public domain under the title '**City as a Classroom**', **Relative Study Programs (RSPs)** across India, **people participatory workshops, collaborative studios, and workshops**, stands out as our area of distinctiveness and priority.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIVEKANAND INSTITUTE OF TECHNOLOGY'S PADMABHUSHAN DR.VASANTDADA PATIL COLLEGE OF ARCHITECTURE
Address	Plot No. 274/2, 275/2, 282, Aditya Nisarg, At. Post. Pirangut, Tal. Mulshi, Dist. Pune
City	Pune
State	Maharashtra
Pin	412115
Website	www.pvpcoapune.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Prasanna Atmaram Desai	020-8446049030	9822021148	-	naac@pvpcoapune.edu.in
IQAC / CIQA coordinator	Shekhar Shrikrishna Garud	020-25441884	9422002759	-	shekhar.garud@pvpcoapune.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	22-08-2022	12	COA grants extension to college approval every academic year after conducting an inspection

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	Plot No. 274/2, 275/2, 282, Aditya Nisarg, At. Post. Pirangut, Tal. Mulshi, Dist. Pune	Rural	3.55	4761.86

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,Under Graduation,	60	Higher Secondary School Completion H.S.C.	English	80	70
PG	MArch,Post Graduation,U rban Design	24	Bachelors in Architecture B.Arch	English	20	8
PG	MArch,Post Graduation,L andscape Architecture	24	Bachelors in Architecture B.Arch	English	20	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				8				22			
Recruited	4	1	0	5	4	4	0	8	7	12	0	19
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	5				13				20			
Recruited	4	1	0	5	4	9	0	13	8	12	0	20
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				26
Recruited	16	10	0	26
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	16	10	0	26
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	1	0	4	7	0	7	8	0	29
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	1	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		16	19	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	169	12	0	0	181
	Female	160	14	0	0	174
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	28	0	0	0	28
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	2	2	4	3	
	Female	3	4	0	3	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	4	10	7	11	
	Female	12	8	8	6	
	Others	0	0	0	0	
General	Male	21	39	44	29	
	Female	34	43	15	47	
	Others	0	0	0	0	
Others	Male	2	1	4	2	
	Female	6	5	3	1	
	Others	0	0	0	0	
Total		84	112	85	102	

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>At present, the college is a standalone institute offering five-year Bachelors program in Architecture (B.Arch.) and two-year master programs in Landscape Architecture (LA) and Urban Design (UD). Realizing the need for imparting high-quality multi-disciplinary and holistic education, as envisaged in NEP 2020, the college has taken the following steps to expand and diversify its current educational setup: 1. Offering of diverse credit-based electives/ audit courses: The College in accordance to the affiliating university syllabus, offers varied credit-based courses or electives to students in different semesters such as Understanding of traditional crafts; Introduction to Foreign Language; Yoga, and Culinary skills. Through these subjects, the college emphasizes to develop cross-disciplinary and interdisciplinary thinking amongst students. In future, the college expects to further expand the choice of electives offered to students. 2. Tie-ups with other institutes/ bodies: The College has initiated the process of collaborating with other HEIs that offer courses from other disciplines, apart from architecture. One such MOU has been signed between our college and Maharshi Karve Stree Shikshan Samstha. The college has taken membership of Indian National Trust for Art and Cultural Heritage (INTACH) to offer students the choice of taking courses/ modules from the disciplines of art, music and heritage studies. 3. Tie-ups with industry: As a part of the practical training, the college has evolved a policy to encourage students to work in architectural firms that work with artisans, theatre, movie making, and allied disciplines to expand the scope of their professional practice after graduation.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The college has initiated the process of registering its students on the ABC portal and generating their ABC ID since last year i.e. 2021-22. Currently, the second year students have obtained their ABC IDs. The college plans to continue this process with the subsequent students taking admission in the college.</p>
<p>3. Skill development:</p>	<p>Architecture being a professional course requiring exposure to practicalities of construction, the college takes special care to develop certain essential skills (including soft skills) amongst students, as envisaged in NEP. 1. Exposure to different softwares and</p>

animation skills: As part of academics, the college organizes regular courses to train students in architectural softwares such as autocad, archicad, revit, sketchup, and 3D max. Through these courses, students acquire the skill of preparing appropriate architectural drawings and equip themselves to work in architecture and design firms during and after completion of their graduation. The college also offers students special courses in softwares such as Geographical Information System (GIS) and trains them in preparation of datasets and maps, required in different government departments and planning organizations.

2. Material handling and workshops: The college organizes specialized workshops involving expert artisans who train students in handling bamboo, brick, stone, timber and other construction materials. Such workshops act as short duration vocational courses for students to polish the practical side of their architectural education.

3. Development of soft skills: Students get the opportunity to participate in quizzes, debates, sports, research conferences, and competitions wherein they develop their communication, critical thinking, problem solving, and time management skills.

Architectural Quotient – a university level quiz is one such activity conducted by the college annually to develop quizzing culture amongst students. Shear force is another state level competition organized by college to develop sportsmanship and the spirit of teamwork amongst students.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Integration of Indian knowledge systems in teaching: The study tours known as Relative Study Programs (RSPs) undertaken by the college focus on exploring and documenting the Traditional Knowledge systems still existing in different parts of India. So far, the college has attempted to document the art, architecture and culture of different places. Two significant documentations done as part of this initiative are: 1. Chettinad – a pencilled portrayal (documentation of traditional architecture and houses) 2. Envisioning Majuli, Assam – an effort towards conserving the world’s largest river island. College proposes to publish both these documentations and reports of other RSPs also.

Teaching in Indian languages: Although the language of teaching as prescribed by the University is English, the college explains the course contents to

	students in Hindi and Marathi. Teachers make it a point to introduce students to local terminology used by artisans in construction.
5. Focus on Outcome based education (OBE):	Since the academic year 2021-22, our college has started CO-PO Mapping and assessment. The Course Outcomes (COs) have been clearly listed for various subjects, taking cognizance of the Program Outcomes (POs) given by the University. The college has purchased a special software to assess the attainment of COs and POs. By analyzing the attainment level, we aim to refine the curriculum delivery so that maximum students are able to achieve the desired goals set while framing the architecture syllabus.
6. Distance education/online education:	The pandemic gave an opportunity to the college to explore the possibility of imparting online education to students. Being an architecture college, the teachers' first devised innovative methods to teach students subjects such as graphics, building construction, landscape, and design that require practical field exposure and demonstration in studio. Using these methods, course modules were formulated and student – teacher interaction happened through platforms such as Google meet and Zoom. Students used Google Classroom to submit their assignments; teachers used the same platform to assess their work. Currently, the college has accepted the hybrid mode of teaching- learning wherein certain courses happen online while other courses that require face to face interactions, field exposure, live demonstration, and material handling happen in offline i.e. physical mode. The college is planning to develop certain short-term credit based online courses available for other college students in the coming semester.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has an active student forum known as "Astitva". This forum creates awareness about electoral processes and also conducts student elections for the various posts within the forum such as mentors, advisors, secretaries, and deputies.
2. Whether students' co-ordinator and co-ordinating	The student coordinators, i.e. General Secretaries of

<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>the forum are elected every year by the students of the college. The coordinating faculty member is nominated by the college principal and guides the forum, as and when required. The forum has nine portfolios – academics, sports, cultural, exhibition, magazine, environment, food, photography and film. Each of these seven portfolios are headed by the elected Secretaries (III year students), assisted by the Deputies (II year students), and guided by the Advisors (IV year students) and Mentors (V year students). Besides, these nine portfolios, there are four house bodies having representation of students from all five years. Elections happen for the captains and vice-captains of these four houses. Both boys and girls who are capable and are willing get equal opportunity to contest election.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The student forum conducts college-level elections every year and indirectly contributes in raising electoral awareness. Similar to actual elections, students file nominations for various posts and campaign for the posts they are contesting. The forum is now planning to expand its operation beyond college and work in the direction of increasing the percentage of youth voters in elections.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>In accordance to the university syllabus, the college teaches the subjects “Demography, Elections and Governance (DEG) to first year students of B.Arch and “Introduction to Constitution of India” to first year students of M.Arch. In these subjects, students are explained the electoral process and made aware of the constitutional values and their responsibilities as aware citizens and voters. The college has also compiled reference material, prepared its own presentations to deliver the contents of the syllabus effectively. Additionally, discussions also happen on any ongoing elections or those happening in the near future, either at local, state or centre level.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Out of the total students presently enrolled in the college, about 80% students are above 18 years (students studying in second year and above). Amongst the eligible students, currently only 10% students have enrolled as voters. As a result, the student forum and college are organising sessions for</p>

students so that majority of them exercise their right of voting and complete the process of voter enrolment. The college is working on a plan to organise special voter enrolment camps, facilitating the students to enroll in the college itself.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
421	435	420	453	448

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

2 Teachers

2.1

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

Response: 58

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	33	35	35	30

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
113.67	116.32	173.51	166.78	151.77

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college adheres to University circulars for semester commencement. The college attempts to meet its goal of 'creating sensitive and socially conscious professionals' by following a well-planned curriculum containing site-visits, guest lectures, hands-on-workshops, and reviews. Curriculum is planned-delivered-documented by implementing following evolved systems.

1. **Academic Systems:** The course for first year students begins with an '*Orientation-Week*' to introduce them about architecture. '*Topic-Assignment-Submission-Chart*' (**TASC**) - and '*Teaching-Organiser-and-Submission-Schedule*' (**TOSS**) for understanding teaching-load distribution, academic-output details and submission schedule are prepared, for every subject, at the beginning of a new semester. Record of every student is maintained using **discussion record sheets** for studio subjects. Each stage concludes with a **sum-up** session. **Syllabus status report** is maintained by faculty members to keep a check on the progress of the teaching plan. **Academic reviews** are conducted with academic-chair and director for horizontal and vertical integration of curriculum, teaching methodology, framing exercises & identifying the shortfalls. For further fine tuning the academic delivery, regular faculty meetings are conducted year wise.

2. **Academic Administration Systems:** Curriculum planning happens as per SPPU circular and academic planner of 52 weeks. Each faculty team prepares consolidated individual **Semester planner & detailed weekly schedule**. The timetable is prepared to accommodate studios guided by faculty from 08:00-14:30 followed by extended working studios till 16:30. The weekends are reserved for self-exploration. '*Curriculum-Organisation-Responsibility-Environment (CORE) Team*' chart is a structure of faculty members and students-representatives, formulated at the beginning of each semester for the smooth functioning of studios. A centralised morning attendance system of students is checked periodically by faculty coordinators and mentors, while subject attendance is maintained by each subject team. *Stage-wise-assessment* is carried out throughout the semester and *submission record* is maintained to keep track of submissions.

3. **Academic Administration Documentation:** Online '*Central-Academic-Administration-File*' (**CAAF**) is maintained to keep track record of attendance, assessment & submission-record for all subjects. Google-Classroom is used to schedule submissions and distribution of reference material to students. Additionally, students are also given printouts of assignment briefs. Faculty plans *site visits* for every class from I to V year. For this purpose, a *record of site visits* is maintained, and is used for future reference. All academic events are documented in the form of **event plates**. At the end of each semester selected

works of students for every subject are compiled in the form of a *yearbook*.

4.Track record of individual student: *Mid-term report* explaining the academic progress of students is extracted from CAAF and sent via email to the students and their parents in every semester. Individual student's performance is analysed by faculty team in **SPACE sheet** (*Strength-Potential-Attitude-Character-Evolution*) and handed over to the students & parents on the *Appraisal day* at the end of academic year. *Buddy system* (*peer learning*), *Sathi-Sarathi-System* (*mentor mentee*) is developed to strengthen & motivate students for academic & overall performance.

All these systems ensure effective curriculum delivery to all students.

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

1.2 Academic Flexibility

1.2.1

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

Response: 24

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 61.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
240	137	305	293	357

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

In accordance to the college vision, the curriculum is interpreted under **3-knowledge streams, viz. 'Design-Theory, Technology-Management and Humanities-History-Research'**. Awareness about professional ethics, gender, human values, environment and sustainability is incorporated while transacting the curriculum. Real-time architectural issues in the public domain are considered for formulating **combined assignments**, wherein syllabic-requirements of various subjects are interpreted in appropriate exercises and students are encouraged to select their design approaches, research areas & thesis projects for real-time issues. In studio, **interdisciplinary approach** is encouraged & adopted for **holistic understanding** required for **addressing real-time issues**. College offers various electives which sensitizes students about the current and real-time issues. Apart from regular teaching, site-visits, guest-lectures, seminars, workshops and interactive sessions are organised for knowledge enrichment.

Gender

A small step was taken by III-Year students in understanding the gender complexities and inclusivity in public spaces through **'City for All?'** exhibition for sensitising students & citizens. Surveys were conducted under Research, for 'application of research methods' topic and the exhibition was curated under Elective-II (Product, Furniture, Graphic Design). The public exhibition was organised in association with **MIST (LGBTQ-Foundation), Pune, Social-Design-Collaboratives, New-Delhi & Alliance-Francaise-de-Pune**.

More importantly, equal opportunities are given to all students for group-work, site-visits, study-tours, participation in national-international workshops-competitions etc. without any gender-discrimination.

Environment and Sustainability

During the orientation week, I Year students are taken to nature-heritage-walks to sensitise and enhance observation skills about ecology, culture & heritage of Pune. Climatology & Environmental Science subjects in II-Year are introduced to enhance the scientific & technical understanding about the built-environment and climate responsive architecture. Landscape orients III-Year students addressing open spaces in ecologically sensitive manner. Detailed documentation of the environment, ecology, terrain, topography along with the region's cultural & climatic context is an integral part of the design studio processes, which helps to develop holistic-approach towards environment & sustainability. Ecology and Ecosystem Analysis subject in PGLA empowers the students to take informed decisions for developing environmentally sensitive & sustainable design. PGUD studio has been exploring the **resilience theme** by addressing the ecologically-sensitive situations like river-island, wetlands, coastal-ecology, etc. to understand human-habitation co-existing with nature at various scales.

Human-Values

Students undertake the **Relative-Study-Program** (RSP) in various parts of India to observe, understand and document the local systems of daily routine and heritage. Socio-cultural context is analysed for the selected region for design intervention in the studio-process. IV-Year students handle projects of urban-interventions, where the interaction with stakeholders for understanding their needs plays an important role. Democracy-Election-Governance & Introduction-to-Constitution subjects gives the glimpse to the students about the functioning of Indian democracy.

Professional-Ethics

Working drawing in III Year introduces the significance of execution drawings preparation to students. All ethical and legal aspects of architectural practice as defined in Architect's Act,1972 are introduced to students in IV Year professional practice subject. Orientation about preparation of application portfolio, other professional skills is conducted for students applying for practical training, which helps students imbibe professionalism.

In this way, we integrate issues relevant to professional ethics, gender, human values, and environment in the curriculum.

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 63.18

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

Response: 266

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 77.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
84	112	85	102	111

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
132	132	132	120	120

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 57.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	30	30	23	32

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	62	42	42

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 10.27

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The pedagogy of the college emphasizes experiential and collaborative learning, making the teaching-learning environment more conducive. Studios, lecture halls and computer labs are well-equipped with computer, projector, audio systems and softwares. Printing lab is equipped with plotters, printers and scanners for printing and documentation processes. The library has access to many e-resources and digital archives accessible to the students.

Experiential learning

The curriculum is framed under the streams of **design, technology and humanities** . To promote experiential learning, students are given exposure to reference materials through Google classroom, Google drive and assignment briefs leading to program formulation for design studios. Subjects like Architectural Graphics use online platforms for demonstrations. Technology subjects like Building Construction and Materials, Building Services, Working drawing use reference videos for explaining construction processes to enhance the technical understanding. Virtual site visits for Landscape Architecture and Relative Study Programs have been conducted online. Discussions, reviews and feedback are communicated through Google meet and zoom, using annotation tools.

Post Graduate students enroll for MOOC's from open source platforms like Coursera and Swayam. Virtual RSP are undertaken so that the students can understand the underlying theory related to topics like ecology & eco-system analysis.

Participative learning

Student contribution is a key component in our teaching pedagogy. Design studios generally evolve through a discussion-based participatory method using various tools like zoom poll and whiteboard . Group assignments, warm-up exercises, site documentations ensure a high level of activity and involvement of participants and are conducted using tools like Google slides, Google earth, Indesign etc. Design discussions/ reviews are done through Google classrooms and zoom annotations. In technology subjects like Building Construction and Services seminars using PowerPoint presentations make the teaching-learning process more participative. Research subjects require students to frame their own inquiries, define objectives and conduct research under the guidance of faculty through various online interactions via zoom and Google meet . Certain subjects in the curriculum introduce students to softwares like AutoCAD, Sketch-up, Revit, and GIS.

Post graduate students participate in online workshops, seminars, and conferences. They attend online sessions and participate in deliberations and discussions. For graphical representation students use softwares like AutoCAD, Photoshop & Corel.

Problem solving methodologies

In research subjects, surveys for data collection, analysis and findings are conducted through Google forms and pie-diagrams, bar-diagrams, charts are used for data representation. In design and technology studios, the drawings of the final project are done using AutoCAD, Sketchup, and Photoshop and are submitted in Google classroom. Assignments and tutorials under the subjects of Building Services and

Urban Studies are designed to develop problem solving ability of students through conduction of Google quiz, zoom polls, and other formats. The PG programs have an interdisciplinary approach where the solution is a product derived from multi-layered analysis carried out using GIS that includes the physiography, hydrology, ecology, cultural and urban layers.

In short, the use of appropriate ICT tools and student centric methods are consistent with technological developments and have enriched the quality of academics.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	37	37	37	37

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

2.4.2

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

Response: 0.57

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has evolved seven important practices to ensure transparency in the internal/ external assessment and redressal of grievances in a time-bound and efficient manner.

1. TASC - TOSS sheets

Each academic year begins with preparation of *TASC* (Topic Assignment Submission Chart) & *TOSS* (Teaching Organizer and Submission Schedule) sheets for each subject, which are discussed with students.

2. Advance Weekly Planner

A planner of weekly *lectures, assignments, site visits, guest lectures & submissions* is prepared in advance by involving students actively.

3. Communication of assessment criteria

Criteria for assessment of assignments and/ or deliverables are clearly stated in the assignment briefs circulated to students. By referring to the briefs, students are able to comprehend the scope of assignment and understand the format of assessment. This process avoids confusion and gives clarity to students.

4. Maintenance of submission record and regular assessment

Faculty and student subject coordinators maintain a record of submissions mentioning the time and list of assignments submitted in the submission room to ensure fair assessment. Sufficient time is given to students to complete every assignment. Assessment is done at regular intervals and any improvements are discussed with students in person. The same is communicated to students via email or mobile app. During pandemic, assessment was shared on Google Classroom or as a compiled PDF at various stages. In case of any grievances related to assessment, students could get in touch with the concerned subject faculty or coordinator to clear their concerns.

5. Mid-semester report

A mid- semester report informing the academic progress of students is emailed to their parents. A meeting with the parents of students who require any special attention or assistance is called, if required.

6. Appraisal day

The college organizes an *appraisal day* for first to fourth year students. Herein, the faculty attempts to understand the exam-related challenges faced by students. A *SPACE* (Strength Potential Attitude Character Evaluation) sheet assessing the abilities of the students observed by the faculty is shared with the students and their parents. The sheet assists students to identify their strengths and limitations. The college takes help from a counselor to address any specific issues, if required.

7. Redressal of Exam Related Grievances

The college appoints a *College Examination Officer (CEO)* as per Savitribai Phule Pune University (SPPU) norms. In case of any exam related grievances, the CEO guides students from time to time as per SPPU guidelines. Students may opt for revaluation of written exam papers to SPPU, if required. Such students receive a copy of their papers opted for revaluation and may apply to seek any clarifications in case of errors or discrepancies. The marks of students get revised in case their applications are found valid.

To conclude, these seven practices of college help to maintain transparency in the assessment process. Further, they develop assurance among students and parents that their grievances are addressed by the college efficiently in a time-bound manner.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our college is affiliated to Savitribai Phule Pune University. Detailed course and program outcomes are specified in terms of syllabus on the University website.

Course:

Credit for each course is specified by the University. Credit for the course varies between 2-18. At the college level we have divided various courses under following three streams -

- 1.Design and Theory
- 2.Technology and Management
- 3.Humanity, History and Research

Following is the list of subjects / courses under each stream

1. Design and Theory -

Design thinking is evolved through acquiring, assimilating and applying the multi-disciplinary information. Subjects such as Basic Design, Architectural Design, Architecture Graphics and Drawing, Workshop, Fundamentals of Architecture, Landscape Architecture, Communication Skills and Thesis are included in this stream.

Design Elective: Product Design, Furniture Design, Graphic Design, Interior Design, Architectural Photography, Mud Architecture, Sustainable Architecture, Storyboard Design

This stream aims to assist students in developing the skill of synthesizing aspects related to reading of place, people and time; and proposing an appropriate spatial expression, which we call architecture. By continuous inculcation of this attitude, students are led to the discovery of their roles as socially conscious architects.

2. Technology and Management -

Subjects such as Building Construction and Materials, Theory of Structures, Computer Aided Drawing and Graphics, Climatology, Environmental Science, Building Services, Site Survey and Analysis, Working Drawing, Architectural Building Construction and Services, Quantity Surveying & Specification Writing form the base of technical studies required for architectural education, fall under this head

Technology Elective: Evaluating Building Performance, Exhibition System Design, Architecture Structure and Form, Service Design, Advanced Computer and Design, Modern Construction and Techniques, GIS, Non-motorised transport, Appropriate Building Technologies

Management Elective: Contract Management, Project cost estimation, Energy Management, Water Management, Building Evaluation, Project Management

The subjects under this stream aim to assist the students to discover the role of building technology from a contextual perspective and the appropriateness of the choice of suitable building technology for addressing a design context. To this end, knowledge of processes of construction, required skill sets, properties of materials, construction management and legal codes are required to be explored by the

student.

3. Humanity, History and Research -

History of Architecture and Culture, Contemporary Architecture, Research in Architecture, Urban Studies, Professional Practice form the knowledge base of Humanities towards appropriate architectural solutions.

Allied Elective: Architectural Journalism, Urban Ecology, Building Economics, Green Buildings and Rating System, Intelligent Building System, Language of Art, Environmental Psychology, Architectural Legalities

Herein, the students are encouraged to look at the architectural phenomenon as a socio-cultural product and to discover the processes by which any space gets manipulated or informed by socially constructed notions of existence. The emphasis of the subjects coming under this stream is to understand how readings of space have been imagined over a period of time.

1. **Audit** - Subjects involved in this are Craft, Creative Writing, Yoga, Foreign Language, Culinary and Art Practices, Basics of Accounting and Book-keeping, Cyber Security, Performing Arts, Right to Information

These programs help in holistic development of students.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of the Program Outcomes are evaluated by the institute using following parameters:

1. Periodic assessment by Internal faculty
2. Drawings -Presentation drawings, Construction drawings
3. Architectural design portfolios
4. PowerPoint presentations of different subjects
5. Final Assessment by External Examiners appointed by SPPU
6. Results
7. Feedback from faculty members, Juries conducted,

8.Placements

Periodic assessment: The assessment of the work produced by students is evaluated at intervals. The Program outcomes as prescribed by Savitribai Phule Pune University (SPPU) are evaluated based on the tasks performed by the students given through the assignment briefs.

Drawings: Drawings are an integral part of the outcome for the program and various courses such as Architectural drawing and graphics, Building technology and materials, Building services, working drawings and Architectural design. These drawings are evaluated and checked with reference to the requirement of the course and attainment is ensured with respect to the content expected, understating reflected in the drawings and presentation.

Architectural design portfolios: The attainment of the Program specific outcome is dependent on the performance of the student in the course- Architectural Design. The scope of this course, spanned over First to Final year, shows the inputs from all other courses for that year. This subject clearly indicates the application of the other subjects, hence the attainment of program specific outcomes could be evidently seen in the fina Architectural Design portfolio.

PowerPoint presentations of different subjects: Various courses require students to present their work in powerpoint presentations. These presentations ensure the presentation skills of the students, much needed for the professional life, the knowledge of the course and programme.

Feedback from faculty members, Juries conducted: Institute conducts juries where faculty members, practicing architects and professionals assess students' work. The feedback of these juries is given to the students for improving the performance. These intermediate juries help students to attain the required course outcome and programme specific outcomes. The final juries are conducted by SPPU.

External Examiners appointed by SPPU: SPPU appoints examiners for various courses for end term examinations. These examiners evaluate students' work based on the Course outcome prescribed by SPPU. The evaluation and assessment by these examiners is conducted as oral examinations which is Viva-Voce and by checking the sessional work of the students. The marks given by them indicate the attainment of the programme.

Result: The SPPU conducts examinations at the end of each term. The external examiners are appointed for these examinations to assess the final output of the students for each Course. The results are declared by SPPU. The students' success in these examinations ensures the attainment of the program specific outcomes.

Placements: The attainment of the programme is manifested through the placement of the students after completing the programme. The students get placed at various architectural offices. The placement shows that the students have accomplished the desired Program outcomes and can assist the practicing architects for their work. Admission to the higher studies also established that the programme outcome is successfully accomplished.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 77.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	83	94	78	55

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	88	101	109	94

File Description	Document
Institutional data in the prescribed format	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.78

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.36	3	1.83	0.5	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

College provides students with a favorable environment to experiment and innovate through its various initiatives. Our policy revolves around 5 major focus areas to foster innovation - 1. **Hands-on Initiatives** 2. **Research** 3. **Interaction and Training** 4. **Approaches in the architectural project** & 5. **Elective courses**.

Practices of maintaining an **I-book** (ideas book), displaying outcomes on **pin-up** boards and inclusion of **explorative exercises** in various subjects encourage students to innovate. Such efforts help in sustaining an environment where discussion on industry practices & exchange of ideas becomes the norm. The college also hosts and encourages students to take part in various competitions, where innovative design approaches are a mandate.

1. Hands-on Initiatives : Various workshops help students design and execute their ideas. At the

helm of this initiative is *Meraki*, an annual workshop, where students work on designing, prototyping and executing a pavilion in collaboration with experts. Students also engage in executing projects like the pavilion design. Twelve site visits are mandatory for students every academic year to expose them to current processes & practices in the field. The college also hosts events/competitions during *Insight Week* where students design and execute installations across the campus.

2. **Research:** The college focuses on understanding the *Traditional Indian Knowledge System* with respect to the built environment at various levels, through *Relative Study Programs* (Study tours). The first year focuses on understanding settlements associated with traditional crafts. Second year students understand vernacular construction practices. Third Year students work on understanding planning, architecture and communities in a historic urban setting, its coexistence with growing urban fabric. Fourth year students work on understanding peripheries of a city, through *Urbanizing Peripheries Studio*. Both M.Arch courses also focus on settings that demonstrate existence of Indian knowledge. Resultant outcome culminates in in-house publications, serving as a repository.
3. **Interaction and Training :** Through interactive sessions with alumni, interaction with industrial experts and practical training, college provides opportunities for students to gain knowledge about industry standards, expected skill sets and latest market innovations affecting the built environment.
4. **Approaches in architectural project :** Faculty curate their exercises to encourage innovative design approaches. The culmination of this 5 year learning course is the thesis project, where students pick a concern to address, conduct extensive research, identify a suitable site and then give design proposal. In some selective cases, students take their ideas to an international audience, through design competitions. The success at these competitions is a testament really to the college's conducive innovative environment. These innovations (in the form of products, material explorations and architectural forms) have also found applications in the real world and helped students carve a niche for themselves.
5. **Elective courses :** Herein, the college usually provides students to experiment in fields close to architecture such as graphic design, product design & furniture design. Students explore design processes, make prototypes and execute their ideas through these courses. Innovative outcomes are displayed in various exhibitions.

Various awards received by students validate the successful outcomes of this favorable ecosystem.

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

3.2.2

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

Response: 9

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.02

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in

national/ international conference proceedings per teacher during last five years

Response: 0.17

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

College's core philosophy is to engage with the community, sensitize students to their neighborhood context which reinforces our vision . College undertakes various initiatives focusing on Pune at various levels.

Extension Activities (Academic)

PG Urban Design : During 1st and 3rd semester, students are sensitized to reading and mapping neighborhoods to comprehend the 'Complexity' of the city. Through the idea of layers, students are introduced to multidisciplinary and interdisciplinary dimensions of urban design. It helps students to grasp and comprehend the complex nature of the city as a phenomenon, which in turn enhances their holistic understanding. These projects have been undertaken consistently

- Understanding the urban transformation – Pune Cantonment (2017-2018)
- Reimagining the urbanization of Gaothan – Kalewadi, PCMC (2018-2019)
- Study of Shivajinagar Gaothan, Pune (2019-2020)
- Exploring 'Community' as an idea (2020-2021)
- Documenting planning and design history of 'Purgrasta Vasahat' (2021-2022)
- SDG Handprint Lab (2021-2022)

- Shaping the Urban Transformation as a response to Pune Metro Corridor (2018-2019)
- Sarasbaug: Garden District 2070 (2019-2020)
- Utopia (2020-2021)
- Transit Oriented Development (2021-2022)

Public Exhibition & Exchange - Urbanizing peripheries of Pune Region(4th Year Studio, collaborative exercise across Design, ABTS, Urban Studies). These yearlong exercises focus on newer development in peripheries around Pune City. It sensitizes students to unplanned development engulfing peripheral villages with their own culture, built form and agro-based economies. Understanding issues, processes, typologies of growth that respect the context where the city grows, is the focus. Projects under this initiative are:-

- Humanizing Hinjewadi (2017-2018)
- Recontextualizing Bhugaon (2018-2019)
- Addressing the centers in Urban Peripheries -Dehu, Nighoje, Chikhali, Talwade (2019-2020)
- Interpreting New Neighborhoods in Urban Peripheries-Maan Mhalunge (2020-2021)
- Resilient Neighborhoods in Shifting Realities: Hinjewadi in post-pandemic scenario (2021-2022)

Mapping Pune(2021-2022), 3rd year studio exercise focused on listing and mapping spaces of architectural and cultural value in Pune city.

Market Spaces of Pune(2nd year, 2021-2022)- focus was to understand markets of Pune through 4 prominent cases - Market Yard, Tulshibaug, Mahatma Phule Mandai and Shivaji market.

Extension Activities (Co-curricular)

1. A week long workshop for the 3rd year - **City for All, a public art festival**(2021-2022) focused on the role of gender in public spaces. 15 neighbourhoods in Pune were examined from this lens & after extensive stakeholder interaction it culminated in a street exhibition.
2. **Auto rickshaw Competition**(2020-2021) sensitized students to the plight of auto rickshaw drivers in the city of Pune. After extensive surveys and interactions, participants developed sensitive designs for a rickshaw stand.
3. 1st year's students are taken to rural settlements (Mulshi & Shirkoli) sensitizing them to vernacular architecture and practices of the region.
4. Landscape and other studio exercises are conducted at Gavkos, a project that deals with creating environmental awareness at Jambhli Sangam, 35kms from Pune. This offers students an opportunity to learn in a sensitively designed environment.

Environmental Extension Activities

College organizes **heritage walks, river awareness walk (Jeevitnadi), treks** in the vicinity sensitizing students to Pune's cultural and natural heritage.

Through these activities, we sensitize students to the neighborhood, community and social issues.

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

3.4.2

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

Response:

The extensive work in understanding the neighbourhood, done by college in the past few years has received widespread recognition. These recognitions have come in the form of awards and in the form of acknowledgment and participation from the local governing bodies (municipalities, panchayats etc.). Representatives from these bodies have facilitated public exhibitions, visited the exhibitions to recognise the outcomes of the study and take cognizance of the results. Most of the studies conducted in the domain of Urbanizing Peripheries of Pune Region, conducted by the 4th year students has always culminated in a Public exhibition and exchange. These events have been extensively covered in the press, by local and national newspapers.

1. Students from the Post Graduate course in Urban Design won the **Mahender Vasandani Urban Design (MVUD)** Award in the year 2018. Their winning project *Urban Transformation As An Impact Of Metro Corridor Project In Pune – Budhwar Peth Metro Station* was an extension of their studio exercise *Shaping the Urban Transformation as a response to Pune Metro Corridor (2018-2019)*. The MVUD award is given by the **Maharashtra Association for the Schools of Architecture (MASA)**. Their work focused on analyzing the impact of the metro on the core city area of Pune and providing urban design solutions which explored the vision of TOD of metro corridors along Budhwar Peth Metro Station. This underground metro route is mainly through the core area of Pune (cultural heart of the city) consisting of major destinations around Budhwar Peth Metro Station like Shaniwar Wada, Laxmi Road, Tulshibaug, Mahatma Phule Mandai etc. Hence the assessment and proposals of alternative ideas of urban form was important in strengthening the ability of this area to cater future scenarios.
2. 4th year students have been consistently working on understanding the **Urbanizing peripheries of Pune Region**, for the past 5 years. Two such projects (**Humanizing Hinjewadi & Recontextualizing Bhugaon**) under this initiative have received widespread recognition and been published by leading daily newspapers.
3. **City for All** was an initiative which was done in collaboration with Alliance Francaise, Social Design Collaborative, Mist Foundation, Centre for Environment and Education and tried to understand the Role of gender in Public Spaces through 6 neighbourhoods in Pune. The effort put in this initiative by the college was recognised by several local and national newspapers.

The College's consistent initiatives in sensitizing students to the neighbourhood community has received immense support from the local community and authorities. Outcomes of most of these extensive studies are put out in the public domain and have always received extensive participation from various stakeholders.

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

3.4.3

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

Response: 3

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

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

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

3.5 Collaboration

3.5.1

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college is in the form of a standalone structure having a total *built-up area* of 4761.86 sq.m on a 14375 sq.m self-owned land parcel. An open space of 4000 sq.m is a part of the campus green zone and recreation. The state-of-the-art infrastructure promotes a good teaching learning environment. The provision of physical infrastructure is in accordance to the norms of COA, AICTE, DTE and SPPU, considering an intake of 80 students per year for B.Arch and 20 students for M.Arch.

A) Teaching- Learning Infrastructure:

- Classrooms/Lecture halls: B.Arch - 2 nos and M.Arch - 2 nos equipped with projector set-up
- Studios: B.Arch - 10 nos and M.Arch - 4 nos

3. Laboratories:

- Surveying Leveling Lab with equipments
- Climatology Lab
- Material Museum displaying samples of essential materials used in construction industry
- Construction yard for workshops

4. Computing equipment:

- Computer lab for students with 53 computers
- Printing, scanning and photocopying lab

5. Library and Reading Room

B) ICT enabled facilities

The classrooms and studios are equipped with multimedia teaching aids. A provision has been made to conduct classes online. All the computers in computer lab, faculty room and administration department have internet facility. Library management software has been installed on computers in the library to enable students to browse different e-resources online.

C) Cultural and Sports facilities:

- *Amphitheater* is used for college annual cultural events, convocation ceremony, and student congregation.
- A number of *terraces* present at different levels are used by students and faculty to perform yoga and exercises.
- A *badminton court*, *table tennis court*, and spaces for playing *carom* and *chess* are available.
- *Basketball*, *football*, and *volleyball* matches take place in the evening on the *volleyball court*.
- College has its own band - a *dhol tasha pathak* (traditional musical instrument band) that can practice on the ground.
- College canteen is open for students for their entire working time.

D) Additional infrastructure facilities:

Being an architecture college, there are certain facilities that have been provided for the benefit of students such as *submission room* and *stationary store*.

Additionally, the design of college building supports the usage of circulation spaces such as staircases, corridors, and passages for exchange of ideas, interactions, formal discussions and juries.

To conclude, all the facilities mentioned so far are adequate for the total number of students, faculty and supporting staff, and designed as per the norms of statutory regulatory authorities. **Moreover, these facilities not only fulfill the mere quantitative requirement of infrastructure but also enrich the teaching-learning environment in the college.**

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 12.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.77	9.86	15.07	23.98	33.94

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library is automated using AUTOLIB NG Integrated library management software.

About Integrated Library management system (ILMS)	
1. Name of the ILMS software	AutoLib NG
2. Nature of automation (Fully or Partially)	Partially
3. Version	AutoLib NG
4. Year of Automation	2007

Library is partially automated through *AutoLib-NG Library Management Software*. We have maintained books, thesis, dissertation, portfolio record in the software. Following routine work is done through *AutoLib-NG* software:

1. Circulation of books i.e. issue / return
2. Accessioning of books, thesis, dissertation, portfolio
3. Member information
4. Auto generated book due reminder
5. Generating barcode for books.
6. OPAC facility for searching books which are available in the library for staff and students

The software helps to generate purchase lists, accession register, member list, book issued list, book due list, and usage report of student & faculty. Besides, the library has other resources like thesis,

dissertations, practical training portfolios, RSP reports, case studies, college documentations, stored physically in hard copy format

Library has subscribed to e-resources: DELNET, K-Hub; Charles Correa Archives, and BCL Online Library. The library has 100 mbps bandwidth internet connectivity available for library users.

Details of Membership	Details of Subscription	Name of Subscribed to	No of e-resources with full text access	Validity Period	Usage Report from Service Provider	Whether remote access provided (Yes/No)
K-HUB	Rs. 35,046/-	VIT'S PVPCOA Library	Total 10,980 e-journals 1,110 e-books 2,633 Videos 434, e magazine 115	June 2022 to July 2023	Yes	Yes
DELNET	Rs. 13,570/-	VIT'S PVPCOA Library	Total 1,58,33,201 Architecture e-books 147 e-journals 92 etc. resources	June 2022 to July 2023	Yes	Yes
Charles Correa Archive	Rs. 8,850/-	VIT'S PVPCOA Library	Ar. Charles Correa all project and drawing work	Nov 2022 to Nov 2025	Yes	Yes

Average annual expenditure for purchase of books and journals during the last five years	
--	--

Sr. No	Year of expenditure	Budget allocated	Expenditure on the purchase of books	Expenditure on the purchase of journals	Expenditure on subscription to e-journals and other e-resources
1	2021-22	17,35,800	6,66,146	85,396	50416
2	2020-21	18,17,000	6,74,155	14,155	47230
3	2019-20	19,08,500	8,65,682	1,03,598	54280
4	2018-19	16,08,930	9,82,746	3,85,027	45430
5	2017-18	17,50,000	6,89,612	4,00,280	51330
Total Amount		88,20,230	38,78,341	9,88,456	2,48,686

Average Amount Expenditure = Total Books + Total Journals / 5

$$= (38,78,341 + 9,88,456 + 2,48,686) / 5$$

$$= 51,15,483 / 5$$

$$= \mathbf{10,23,096}$$

Percentage per day usage of library by teachers and students	Teachers	No of teachers Total no of teachers
	Students	No of students Total no of students

Library website is designed using Google sites open source platform. Annual library orientation programs are organized for faculty and students.

To conclude, the library uses a number of digital facilities for its smooth and efficient functioning. It undertakes various orientation programs for faculty and students to update them about the latest additions of digital facilities and e-resources in the library. Continuous efforts are being taken to increase the present usage of library.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college has the following listed IT facilities which are updated periodically

1. Computers and related equipment:

- There are 114 computers and 3 laptops in total for staff and students. Out of these, 52 computers are exclusively for students.
- Updated versions (2022) of AutoCAD, Revit, and Sketchup have been installed on student and teacher computers.
- Printing and plotting facility is available in house and consists of A0 size plotter (1 no), A3 size printer cum photocopying machine (3nos), and A4 printers for staff as per requirement.
- All the computers have UPS power backup.
- There are 6 overhead projectors in classrooms and studios currently, and the number would be increased in the coming years.

2. Internet facility

- The broadband bandwidth has been upgraded in May 2022 from earlier 10 Mbps to 200 Mbps.
- Three switch ports and pocket dongles are available for use in case of emergency.
- All the computers are connected via LAN facility secured by firewall.
- Administrative staff has been given sim cards for internet usage on mobile phones.
- In 2020, college procured educational (.edu) domain for official communication.

3. Online teaching aids

- During pandemic, the college purchased ZOOM for arranging online meetings having a capacity of 500 participants. Additionally, six ZOOM meeting software allowing 100 participants were purchased for conducting classes.
- Google Classroom was used for assigning work to students, collecting assignments, and assessing their assignments submitted online.

4. Social media handles

- College blog was developed in the academic year 2010-11.
- The college Facebook page and Instagram account are being updated regularly since 2017 and 2018 respectively.

5. Other facilities

- The college premises is under the surveillance of 70 night vision cameras.

The college attempts to continuously upgrade the existing IT facilities for the benefit of students and staff.

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

4.3.2

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

Response: 7.94

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

Response: 53

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.88	2.96	21.93	4.91	7.10

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 27.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
146	134	125	106	86

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 31.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	23	31	20	9

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	83	94	78	55

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

5.2.2

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

Response: 7.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	3	4	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	3	1	4

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 10.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	14	14	17

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

5.4 Alumni Engagement

5.4.1

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

Response:

VIT's PVPCoA, Pune was founded in the year 1995 and since then **24 alumni batches** who have passed out and are practicing as successful professionals across the globe are contributing to the shaping of the built environment. Many alumni members have achieved professional and academic excellence by pursuing various post-graduate and doctoral programs over a period of time. The PVPCoA alumni students have gathered a good reputation and various recognitions.

On 02-05-2018, six alumni members got together to formulate PVPCOA Alumni Association and named it **PVPEXSA** (PVP EX-Students of Architecture). So far seven meetings of the association have been held.

On 15-08-2018, the morning of Independence day, informal announcement of PVPEXSA was made in the presence of all the students, faculty members and administrative staff by the director Ar. Prasanna Desai and Secretary of VIT, Mr. Jitendra Pitaliya. The purpose of this alumni association was to connect the alumni to the current students. The minutes of meeting have been attached along with this note.

The institute has begun the preparations for the registration of the alumni association, which will happen in a few weeks.

PVPCOA has been actively encouraging and inviting the alumni students for guiding the students on choosing their career paths. The proofs of the same are attached as a document for reference. Following events have been organised in the college:

i. **9th July 2022 - Programme titled 'Carving the Niche'** where four alumni students shared their experiences in writing (by Ar. Isha Chaudhari), architectural design (by Rounak Naik), sustainable practices in bamboo (By Ar. Sanket Munshi) and landscape design as a career opportunity (by Ar. Shivram Somasundaram)

ii. **28th September 2022 - Gol Gappe, Dil ki baat** where two alumni students - Nishant Pai and Suchit Mutha spoke about their journey in architecture.

iii. **20th November 2019 - Thinking hands**, a hands-on workshop on use of bamboo and recycled materials for first year students by ex-students - Ar. Aishwarya Khaladkar, Bhagyasree Chaudhari, Ar. Shubham Kothawadekar.

iv. **Conducting Alumni sports matches in Shearforce** - a State Level inter-collegiate sports competition between various colleges of architecture in Maharashtra.

v. Various alumni are **contributing through teaching** and a few of them are even heading the M.Arch. courses in Urban Design and Landscape Architecture at PVPCOA.

vi. They help in organising site visits for the college.

vii. Providing their expertise for Meraki - an hands-on-workshop at every new year's eve.

The alumni members of PVPCoA are very eager to help the institute, evolve, and are very keen to contribute towards the well-being of architecture students. They consider this as their *Guru-Dakshina* towards their alma-matter. They have assured that post-registration of the association, they will, , continue to streamline and address specific concerns of the institute as per requirement.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college governance attempts to work in accordance to the vision and mission, as reflected in the following practices:

- 1.The management and governance focuses on **academic equity & inclusivity** by including all students of college in academic endeavors. Also, the college reaches to students of varied intellectual capacities and diverse economic backgrounds, which is reflected in certain policies like selecting locations for settlement pattern study under the Relative Study Program (RSP) , within India and not outside India, leading to affordable travel expenses for multitude of students.
- 2.Supporting socially conscious academic frameworks by encouraging as well as facilitating studies of rural & urban settlements , also facilitating sharing of studies & proposals with the communities within study areas.
- 3.**NEP implementation** is considered by **facilitating tie ups & MOUs** with diverse organizations ,involving experts for conducting lectures and offering multidisciplinary choice based elective subjects for students. Key teachers are encouraged to participate in Quality Improvement Programs regarding NEP. Experts from the background of humanities and engineering have been facilitated as academic advisors, for reviewing academic content and guiding faculty for its improvisation. As a long term task, the management is also visualizing courses that could be initiated through tie-ups with other multidisciplinary colleges in the city for exchange of interdisciplinary credits for students.
- 4.The management has been making consistent efforts to have sustained growth by enhancing the quality of education in undergraduate courses through physical expansion by adding facilities like hostels, workshops and encouraging academic upgradation of students as well as teachers. The college management is also aiming to expand the post-graduate programs by starting an additional masters course in construction management.
- 5.The college is governed by a **decentralized participative academic framework** of senior teachers as mentors, middle order lead team of experienced teachers along with an effective support team of new enthusiastic teachers. The various departments of administration are governed in a decentralized manner by the head of the administrative department, guided by the secretary of the trust. and led by the chairperson and board of directors . As given in the organizational structure, the academic framework is closely interconnected within each other and also connected with the organizational framework of the student body as well as the college administration.
6. The students of the college are divided into four houses for facilitating **vertical interaction**. The **student body “Astitva”** under nine heads, shapes the framework of various co-curricular activities under the guidance of teachers.

7. The various co-curricular activities are encouraged as well as financially supported by the college management to unite all students, faculty and staff, and imbibe social consciousness through vertical interaction.

On the whole, the governance helps in creating a favorable academic environment for students as well as teachers to innovate, experiment and create.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The following bodies are involved in the deployment of various strategies and deciding the focus of both academic and infrastructural development in the college.

A) Governing Council - Board of Directors:

There are 18 members in the Board of Directors of Vivekananda Institute of Technology (VIT) Trust. Adv. Abhay Chhajed is the chairperson of the trust. It is concerned about the overall running & development of the college, infrastructure, and necessary planning involved in starting up new academic programs. The administrative functioning of the college is overseen by the Secretary – VIT and the Director of the college.

B) College Development Committee : The role of college development committee is as follows:

- General administration of the college as governed under various departments.
- Preparing overall perspective development plan of the college including recommendations to management for procurement of additional infrastructure.
- Preparation of budgets for exams, jury, workshops, and other academic requirements. Approval of financial sanctions for visiting faculty.
- Suggest relevant modifications for supporting academic initiatives, hiring additional staff, developing supporting infrastructure based on the inputs received from the IQAC.

C) Institutional strategic perspective plan

The college has worked out a strategic perspective plan for years 2020 to 2025. The college is strategically deploying funds for physical expansion by adding facilities like hostels, workshops etc as well as expansion in terms of adding new post graduate programs. Strategically the institute is also visualizing tie ups and 'Memorandum of Understanding' with diverse organizations.

D) Service rules: There are Guidelines to Faculty for Academics & other activities at PVPCoA which act as a service rules.

E) Recruitment procedure:

There are three kinds of recruitment procedures adopted by the college :

1. Full time as well as visiting teachers are interviewed & recommended by an appointed 'Internal Recruitment Committee' of Senior teachers , Principal & Secretary in the college based on applications received.
2. Recruitment of teachers & staff through interviews conducted by the 'Local Selection committee' appointed by the college as response to formal newspaper recruitment advertisement. which is composed of senior teachers , Academic coordinator, Principal, Nominee of Council of Architecture & members from management.

C) Recruitment of approved teachers by university is done by 'University selection committee' which apart from the Principal, members of management , also has nominated experts & Council of Architecture nominees appointed by university.

F) Promotion of staff:

Promotion of Staff is linked with the quality of work done, years of experience within the college, and is connected with the prevailing faculty feedback system along with discussions within the Management , Principal & Academic coordinator.

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

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college performance appraisal system consists of three important procedures:

1. Self-appraisal form

Due cognizance of the above review is taken by the college management and principal while doing salary increments. Nevertheless, the basic intent of the review is to encourage and support faculty members to overcome their weaknesses, if any and increase their competence level.

2. Feedback from Students for Teaching faculty taken at the end of every semester:

The college takes a detailed feedback from students of all years on the content delivery, teaching quality, and studio behavior of faculty members. Herein, care is taken not to reveal the identity of students. The observations are tabulated and analyzed by the **Academic Monitoring Committee**. The Principal and academic coordinator discuss the results of the feedback with the concerned faculty members in person.

3. Faculty to faculty peer review :

Every faculty member fills a *faculty to faculty feedback form*. Herein, faculty members rate their colleagues based on their personal skills, performance in team, and their contribution to the college's growth on a scale of 1-10 . The Principal and academic coordinator discuss the outcomes of the feedback with the concerned faculty and identify potential areas having scope for improvement.

For non-teaching staff, the review is conducted by the *Secretary & representatives* of management based on qualitative & efficiency aspects. Based on these review policies. promotion considerations are worked out.

The college has following welfare measures for its teaching & non teaching staff:

1. LIC, Mediclaim policy & EPF

The college draws LIC and mediclaim policies of all the teaching and non-teaching staff and pays their premium. EPF amount deducted from the salaries of employees is regularly deposited in the relevant accounts, along with equal contribution from employer.

2. Free bus service:

The college provides free pick-up and drop bus service to its employees. Buses are also provided to faculty members for field research and site visits.

3. Covid protection measures for faculty:

During pandemic, college took care of its staff and their family members. COVID protection was included in the Medclaim policy. The college provided necessary equipment to its staff to work smoothly from home.

4. Free nutrition and health consultation :

The college provides its staff with free nutrition and health (physical and mental) consultation. The staff can have weekly sessions with diet consultant, physical trainer and psychiatrist, if required.

In short, the college values its teaching and non-teaching staff and has effective performance appraisal and welfare measures in place.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 20.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	11	9	12

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

6.3.3

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

Response: 23.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	14	12	11

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Grants were sought by the institution in the year 2018 from **Savitribai Phule Pune University (SPPU)** for purchase of **water cooler**. College received a grant from SPPU in the year 2019, of **Rs 1,00,000 / -** for purchase of a water cooler which was utilized effectively for the same purposes.

The grants received were utilized effectively for the same purpose. Data regarding the same is available which has also been audited by external auditors.

Similarly, grants were sought by the college in the year 2018 from SPPU for purchase of non conventional energy resources in the form of 'Solar Panels' that were installed on the terrace of the college. The college received a grant from SPPU in the year 2017, of **Rs 2,50,000 / -** for purchase of solar system installation which was utilized effectively for the same purposes.

Sl. No	Purpose	Amount requested	Amount sanctioned	Amount received	Amount utilized
1	Water Cooler	1,63,728/-	1,00,000/-	1,00,000/-	1,00,000/-
2	Solar system installation	6,50,000/-	5,00,000/-	2,50,000/-	2,50,000/-

Documents of utilization are available. Please refer the supporting documents for the same.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

PVPCoA has been monitoring its academic processes every year. The Internal Quality Assurance Cell (IQAC) was constituted on 08-11-2022. Since then, the mandatory meeting of IQAC that is expected to happen before the commencement of new semester happened on 23-11-2022. The minutes of this meeting have been uploaded on the website. The next meeting has been planned in June. The IQAC has decided to increase the number of academic collaborations, encourage research, and initiate new short term credit courses in the coming academic year, on a priority.

Nevertheless, even prior to the constitution of IQAC, the academic review committee has been reviewing the teaching learning process and various academic functions periodically. The committee consisted of experts such as Ar. Narendra Dengle (senior architect & academician), Dr. Shruti Tambe (expert from the stream of humanities) and Mr. Bhalchandra Bhedasgaongar (senior engineer and structural consultant). This committee reviewed the teaching pedagogy and various methodologies and processes adopted by the faculty members.

Apart from the academic review committee, the faculty members have been meeting regularly to discuss the academic progression and formulate any new strategies (selected minutes of some of the meetings have been attached).

Henceforth, after the constitution of IQAC, the college shall standardize various quality assurance strategies and processes that have been missed previously.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The thought process of our college promotes equity and equality in all areas, whether it be gender, class, creed, or economic status. The college is committed towards the gender & diversity policy that promotes diverse composition of students and staff and inculcates a positive environment for academics. The institution aims to groom students to be self-reliant, specialists in their chosen discipline, continuous learners, effective communicators, respectful of different cultures, socially responsible, aware of their social and civic responsibilities, sensitive to gender issues with zero tolerance towards sexual harassment, women safety and security, and environmental consciousness.

International Women's Day is celebrated by all to ensure and celebrate the gender equality and value of women.

College has given equal opportunities to women candidates in the college governance. The decision makers and administrators at the college have sizable number of female staff.

PVP ensures making classroom interactions gender sensitive. The students sit according to roll numbers and we encourage both girls and boys equally to take leadership responsibilities. Mixed groups are formed for all academic or non-academic activities.

Academics and Research:

Research projects are encouraged by the institute that promote gender equity and the institute collaborates through workshops and discusses the role of gender in shaping public spaces.

Safety and security:

1. A 24-hour Security guard has been appointed who maintains a record of all entries and exits of visitors regularly at the entrance.
2. Electronic surveillance through 24 hours CCTV cameras covering the strategic locations of the campus.
3. Resident female warden in the hostels
4. The college has an Internal Complaint Committee (ICC) to handle cases of sexual harassment and related grievances

Counseling:

- The college follows a counseling system and has appointed two part-time female counselors for Health Body and Healthy Mind. The students are introduced to the counselors during orientation and confidentiality is maintained by the counselors. The counselors meet the students on a regular basis and encourage them to be confident, find solutions to their problems and maintain fitness through good nutrition and exercise.
- To identify and provide counseling to students following mentoring systems are provided:
 - 1.**Sathi-Sarthi** - a team of 2 faculty members (one senior and one junior) along with four class representatives from third year (two girls and two boys) are assigned 20 first year students who need help in acclimatizing with the college learning environment.
 - 2.**Kings and Queens** - a TOS CLUB created to facilitate students who are strong with Theory of Structures help the weaker students.
 - 3.**Helping Hands** - a platform created for students to connect with their seniors and faculty if they have any problems.

Facilities for women

The college has a separate common room for girl students. Each floor of each block has separate toilets for female faculty equipped with sanitary napkin disposal machines and vending machines.

In short, the college is committed to gender equity and sensitization and aims to further strengthen the college policies in this direction.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

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

Response:

Work environment at PVPCoA is **inclusive, transparent and non-hierarchical**. Teaching and non-teaching staff together comprise a good mix of social and cultural backgrounds. Their diversity and experience help bring a huge array of benefits to the college, mainly in terms of cultural and social

development.

An open layout in staff room and studios allows ample natural light and helps build a collaborative work environment. **Absence of cubicles help in dissolving hierarchical notions.**

Differences in opinions and backgrounds help in enriching discussions and thereby are intentionally practiced and encouraged in all academic and non-academic dialogues. We strive to **facilitate inclusive discussions where everyone can contribute their ideas and opinions**, something which was practiced even during online classes owing to the pandemic.

We encourage everyone to **work together without any biases of gender, caste, or economic background** through various academic and co-academic activities reflecting on **inclusivity, democratic values, and citizenship rights** as follows:

- In 2022, third-year students collaborated with Social Design Collaborative, Alliance Francoise & Centre for Environment Education to understand **Gender Inclusivity in Public Spaces**. They conducted interactive exercises with residents of 6 varied neighborhoods in Pune. Findings from the study were made open for public discourse in the form of a street exhibition in Aundh.
- In 2021, an **Auto-Rickshaw Stand Design Competition** was organized by the Department of Sociology, SPPU and PVPCoA. This interdisciplinary national-level competition focused on understanding the role of auto-rickshaw drivers in our cities. The brief called for design of an auto-rickshaw stand as a coherent community space.
- **PVPCoA strongly believes that Sports can be an equalizer! 'Shearforce'**, an inter-collegiate sports tournament is one of the flagship programs of our college. It creates a platform for students to **develop positive traits of teamwork, leadership, and perseverance, challenge gender-based stereotypes, and notions associated with disability.**
- **'Keystone'** - Annual students' magazine features articles by students, teachers, and non-teaching staff covering wide range of topics, written in English, Hindi, and Marathi **encouraging multi-lingual reading and inclusive readership.**
- In 'EXIT Exhibition', graduating students initiate a dialogue about career opportunities with professionals who have significantly contributed to society in their respective fields. During this, an exclusive session is also organized on **'Values & Ethics of the Profession'**.
- PVPCoA celebrates with great fervor national festivals like **Independence Day and Republic Day**, birth anniversaries, and memorials of great Indian personalities like Mahatma Gandhi, Swami Vivekananda, Chhatrapati Shivaji Maharaj, etc. International Yoga Day is also celebrated to raise awareness about the Indian practice of Yoga.
- Every year, Blood Donation and Tree Plantation drives are organized **as a step towards giving back to society, raising awareness, and sensitizing students about their responsibility towards environment.**
- **Introduction to Constitution** is offered as a Credit course at both M.Arch. and B.Arch. level to sensitize students and acquaint them with their fundamental rights and duties.
- Elective courses of M.Arch. focus on topics like *democratic spaces, bottom-up approaches, advocacy, people's participation, human element in spaces, community systems in traditional neighborhoods*, etc. These courses contribute towards the awareness of Sustainable Development.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE ONE

1. Title of the Practice

Practical Training

2. Objectives of the Practice

- Develop ability of students to work out of their comfort zone.
- Exposure to different cultures and working environments.

3. The Context

As per the prevailing syllabus of the affiliated University, there is a module for 'Practical Training' in the Ninth semester of Final year B. Arch. Under this module, PVPCoA plans to give its students '**Wider Exposure**' and '**Developing individual abilities and life skills**' to sustain in places '**Beyond their Comfort Zone**' of the hometown where the student belongs.

4. The Practice

PVPCoA has formulated following POLICIES for the module of "PRACTICAL TRAINING":

- Students must join offices in various cities, especially out of the home state of College and Student's hometown which gives them an opportunity to go out of their comfort zone to be exposed to different cultures and working environments in other regions including aspects like varied Climate, lifestyle, food habits, people, festivals, etc. It also exposes students to architecture as a response to the local climate & culture.
- Students are also expected to work for a minimum period of *six continuous calender months* in the same office so that working methodologies of the office could be sufficiently absorbed and students can gain adequate experience.

5. Evidence of Success

Since last decade, our **students have worked in best of the offices** in various cities like Delhi, Ahmadabad, Bengaluru, Puducherry, Chennai, Jammu, Kolkata, Kochi, etc in India, and cities in east Asia like Ho Chi Minh City in Vietnam, Colombo in Sri Lanka and few cities in Gulf, Europe & Africa. PVPCoA has developed a **comprehensive framework for following up with the trainee students** throughout their training period in the form of a Logbook, Daily work diary, joining report, monthly progress reports, various feedback forms, etc, thus remaining in constant contact with professional offices. Apart from above documents, students also submit a comprehensive portfolio of the work done in office, which is retained in our college library. Over the years, the **college library can boast of drawings & documents from best of the offices in India & abroad**, which remain as copyright of the offices that ensures the professional drawings are not copied or taken out of the library premises without permission from the office the drawings belong to. Practical Training team also maintains detailed contact information of students and various professional offices they have interned with.

Experiences of practical training are shared by trainee students with junior students in 3rd and 4th year through a special program - '*Journey of Practical Training*', which is organized by the students' body of the college each year on 26th January.

6. Problems Encountered and Resources Required

College policy for Practical Training is mandatory that students must join offices in varied cities, especially out of Maharashtra which gives them an opportunity to go out of their comfort zone. Nevertheless, sometimes we encounter problem of a certain student not being able to adjust to new city due to which we relocate them. The pandemic duration (2020-2021 to 2021-2022) being an exception, this policy was relaxed and students were allowed to do training in their hometowns as well.

BEST PRACTICE TWO

1. Title of the Practice

'Architectural Quotient' [AQ] – Pune's inter-college Quiz Competition

2. Objectives of the Practice

- Prepare architecture students in Pune with a sound knowledge of Architectural Trivia.
- Provide relevant exposure and awareness of multiple facets of architecture and empower students with knowledge beyond the syllabus.

3. The Context

The vision is to elevate the Architectural Fraternity's quizzing standard and establish Pune as an Architectural Quiz Hub, thus preparing them for the Grand National Quiz, 'ARCHUMEN' organized by Ethos.

4. The Practice

Every year, PVPCoA hosts "**Architectural Quotient (AQ)**", an inter-collegiate quiz, among colleges of

Architecture affiliated with Savitribai Phule Pune University (SPPU) and other universities, as a platform to showcase the best and most knowledgeable minds in the city of Pune. This exciting endeavor was established by PVPCoA in 2008. It was launched to enable students from all architectural colleges in Pune to - engage in a friendly battle of wits, test their Architectural knowledge, and put it to compete with teams from other colleges.

The format of the Quiz is:

- Students of B.Arch. register in teams of two members through a Google form OR 'on-the-spot' registrations on the day of the quiz.
- A Qualifying Round comprising 15-20 objective questions to be solved by all registered teams in 15 minutes.
- Top 6 shortlisted teams participate in Main Quiz rounds with rule being: Not more than 2 teams per college.
- Main quiz comprises 8 rounds with subject-specific questions 'From the classroom' and 'Pune City' specific questions.

5. Evidence of Success

In 2008, two teams from every college were allowed in the qualifying round, and six teams from six prominent colleges competed in the final showdown. Sinhadgad College of Architecture (SCOA), Pune emerged as the winner.

In 2011, the **AQ-2011 Quiz** was restarted and was hosted successfully in association with IIA, Pune Chapter. Every year after that, PVPCoA has continued to host AQ Quiz with ever-growing enthusiasm and zeal.

AQ's atmosphere has given platform to gear students towards the quizzing culture. Student teams from PVPCoA have regularly participated in the Grand National quiz "ARCHUMEN" every year and have emerged as winners 4 times till now.

6. Problems Encountered and Resources Required

In 2020 & 2021, due to Covid-19 restrictions, AQ Quiz had to be deferred. But the pandemic failed to dampen quizzing culture at PVPCoA. From a physical venue to a digital one, PVPCoA presented AQ Quiz in a fresh new flavor. '**AQ 2020 – level up under lockdown!**' an online mini architectural quiz for students and professionals alike, was hosted on our college Instagram page. This online quiz was spread across 7 days, each day had a new theme-based quiz with 7 unique questions.

Both these practices are distinctive part of the college identity.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

City as a Classroom: - Work in Public Domain is one area distinctive to the college's performance.

PVP College of Architecture believes in "creating sensitive and socially conscious architects who can contribute in shaping our built environment". With this hypothesis, we **consider the entire city, as a "laboratory" for students of architecture where studio explorations and findings are shared with the "people" for obtaining their feedback.** Students interact with the real world and day-to-day life of people, thus making the design resolutions more significant. The different dimensions of designs emerging from such lateral processes not only benefit the students, but multiple stakeholders who are part of various city processes.

The work carried out by the college as part of this initiative may be categorized as follows:

Studio projects

Following projects were undertaken in the studios:

- **Impact of Metro on Pune's Urban Fabric** to study environmental issues & physical aspects of metro
- **Exploring Laxmi Road, Pune** to study the existing commercial fabric from the stakeholders' perspective and thereby deriving solutions for the same. The exhibition was inaugurated by the Municipal Commissioner of Pune Shri. Mahesh Pathak.
- **Addressing Transformation in Core City: Rasta Peth, Pune** to study the process of developing cluster redevelopment within the character of core city.
- **Creating Liveable Neighbourhoods - Karve Nagar & Sahakar Nagar Pune** to create livable neighbourhoods", to focus on developing a few identified nodes for bus transit into multi-modal transit points.
- **Envisioning Majuli, Assam** to document and showcase learnings and design explorations derived from the study of the unique case of human habitation which symbiotically co-exists with the riverine island ecosystem. The constantly fluctuating geography of the river island of Majuli was a major point of inquiry. A book titled "**Envisioning Majuli, Assam**" comprising the studio documentation was also released. These studios were supported by the NGOS Janwani, MCCIA. ASEEM Foundation and presented to the municipal authorities and concerned groups of people for further deliberations.

Relative Study program (RSP)

- Taking I, II and III year students to places of architectural importance across India strengthens the college's firm belief in learning beyond the classroom. Besides, by inculcating skills like sketching, mapping, photography, handling construction materials, and experimenting with different construction techniques, students get encouraged to observe and explore the surroundings outside the purview of the set methodology.

People Participatory Workshops

- **Streets for people by the people** workshops in Aundh, Hinjewadi, and Vishrantwadi in collaboration with varying organization like SumNet India, CEE, Parisar, ITDP, Aundh Welfare Society and PDA focussed on **sustainable urban mobility** and design processes evolving out of people participation.
- **City for All – A Public Art Festival** in collaboration with Ar. Swati Janu, Alliance Francaise: Pune, PDA, MIST, CEE, and AARZOO was a part of Bonjour India festival by French Embassy. The study conducted across six Pune neighborhoods to understand gender and inclusivity in public spaces was demonstrated at ITI road, Aundh.

Collaborative Studios

Three studios were carried out jointly with Bharati Vidyapeeth College of Architecture, Pune Biennale Foundation and PMC:

- **Tekdi Aalekhan - Hills of Pune (2013)** mapped the activity pattern on the most prominently visited hills around Pune.
- **Houses of Deccan, Pune (2015)** documented the narratives of 20th century old houses in the Deccan Gymkhana area of Pune
- **Kaleidoscope - River in the City (2017)** was a multidisciplinary project by the students of our college along with students of other disciplines like sociology, technology, and history to highlight the associations of people with the river.

Workshops in Public Domain

Following workshops were initiated by our college using public domain as a canvas:

- **Prayaas - for a Better Living Environment**” was conceived on 15th August 2012 as a vertical studio to bring students across the years to collaborate and work on installations relating to issues of the city. In 2014, the studio ventured off-campus and showcased the installations in ward no. 66 (Market Yard) of Pune as **Pune Public Space Design Exhibition**. The exhibition aimed at creating public art installations to inspire and interact with the public.
- **Yona Pavilion** conceived by Ar. Yona Friedman was detailed out and executed by our college faculty and students under the guidance of Ar. Mayank Barjatya.
- **Wall Painting Competition** was a competition floated by Pune municipal Corporation under **Swachha Bharat Abhiyan** wherein students of first year created paintings with a social message on selected walls in the city.
- **Urbanizing Peripheries** was undertaken, with an intent to generate an enquiry through public participation into the current development pattern of Pune, under which following projects were

undertaken:

- **Humanizing Hinjawadi** documented and evaluated the disassociated new mono-functional work areas, amenities, and residential neighbourhoods should co-exist together.
- **Re-contextualising Bhugaon** documented and evaluated the negative impacts of the mushrooming new gated developments on either side of the state highway of Bhugaon village on the natural environment, local culture and lifestyle of Bhugaon.
- **Addressing the Centres in Urban Peripheries - Dehu, Nighoje, Chikhali, Talwade** focussed on the phenomenon of urbanization and rapid growth of industries, issues of land conversion, traffic management along with housing of the lakhs of Waarkaris at these centres which have their own unique identities, local cultures & built environments.
- **Interpreting New Neighbourhoods in Urban Peripheries, Case of Maan Mhalunge** conducted during the pandemic and **Resilient Neighbourhoods in Shifting Realities: A Case of Hingawadi** conducted in post-pandemic scenario, looked at how IT dominant Hinjewadi recovered after the pandemic.

The findings and proposals of all these workshops were displayed in the public or deliberations with the local communities, politicians, media and academic community of Pune. During the pandemic, our college created a website to virtually exhibit and interact in the public domain.

To conclude, the academic initiative '*City as a Classroom*' and the resulting work in public domain where exploration, documentation, and understanding enables students to get sensitised to the societal issues, as envisioned by the college stands out as its area of distinctiveness and priority.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Many students of our college have received awards in various design competitions. Some of the significant awards are mentioned here

Year	Competition	Award	Student name
2019-20	Bamboo design competition by Maharashtra Bamboo Development Board (MBDB)	1st prize	Priyanka Shinde, Anisha Joshi, Shriya Bhagwat, Vedant Nalawade, Vaishnavi Pati
2019-20	Indian Green Building Council & Ethos Green Design Competition	2nd runners up	Siddhesh Marne
2018-19	Swedish Design Competition	1st prize	Parth Mathkari, Kaushal Tatiya
2018-19	Competition by Indian Society of Landscape Architects (ISOLA)	1st prize	Kaushal Tatiya, Rima Kalihari
2018-19	Asia Young Designer Award by Ethos (National Level)	1st prize: Gold Medal	Tanay Bothra
2017-18	Archumen National Level Architecture Quiz Competition	1st prize	Sandeep Kale, Kaushal Darda
2017-18	NIASA National Award for Excellence in Thesis Award	Winner in West Zone	Kaustubh Zavar
2017-18	Asian Contest for Architectural ROOKIES Award	Golden prize	Sumeet Joshi
2017-18	The Drawing Board Competition by Rohan Builders	Winner	Rushikumar Chaudhari, Prasad Somvanshi

Many eminent architects have appreciated the overall academic environment in our college during their visit. Some of them include Ar. B.V. Doshi, Ar. Mohammad Shaheer, Ar. Neelkanth Chhaya, Ar. Narendra Dingle, Prof. Pattabi Raman, Ar. Yatin Pandya, Ar. P.K. Das, Ar. Kulbhushan Jain, Ar. Ravindra Bhan, Ar. Anupama Kundoo, Ar. Don Albert, Ar. Snehal Shah, Ar. Nitin Killawala, Ar. Snehanshu Mukharjee, and Ar. Jayant Dharap.

Concluding Remarks :

To conclude, our college is working continuously towards provision of excellent quality of architectural education to students and is focusing on their holistic development. Since the past 10 years, it has been one of the most preferred architectural colleges in Pune and Maharashtra. Post pandemic, the college is gradually adapting to the new normal situation, while re-strengthening its teaching-learning processes once again. The college will spare no efforts in adapting and implementing the goals of NEP 2020, and contribute in nation-building.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :24</p> <p>Remark : Input edited as per the supporting documents</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>33</td> <td>30</td> <td>24</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>30</td> <td>30</td> <td>23</td> <td>32</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>54</td> <td>62</td> <td>42</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>54</td> <td>62</td> <td>42</td> <td>42</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	36	33	30	24	34	2021-22	2020-21	2019-20	2018-19	2017-18	32	30	30	23	32	2021-22	2020-21	2019-20	2018-19	2017-18	54	54	62	42	42	2021-22	2020-21	2019-20	2018-19	2017-18	54	54	62	42	42
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3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p>																																								

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	5	0	0

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

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

Answer before DVV Verification :

Answer After DVV Verification :16

Remark : Input edited as per the supporting documents

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 58 Answer after DVV Verification : 58</p>