



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**ANANTRAO PAWAR COLLEGE OF ARCHITECTURE,  
PUNE**

S.NO. 103, SHAHU COLLEGE CAMPUS, PARVATI, PUNE 411009  
411009

[www.apcoapune.org](http://www.apcoapune.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2023**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

We at 'Anantrao Pawar College of Architecture, Pune', are committed to impart Quality Education & Values to the students to make them ready for the Architectural Profession & Society as per needs and expectations of all stakeholders.

APCOA shall achieve this through;

1. '**Bahujan Hitay Bahujan Sukhay**' imparting knowledge and skills to all sections of society without any discrimination, with a special focus on the needy students.
2. Empower the students with appropriate knowledge, skills, values, scientific and technical developments to make them confident enough for the Professional & Social roles of an Architect with the help of the state of the art infrastructure
3. Inculcate within the students & teaching fraternity a sense of research and logical based thought process for problem solving and decision-making ability to serve the needs of the society and industries.
4. Develop a sense of national & social responsibility, sensitivity, ethical and moral values within students and teachers for an enhanced multi-disciplinary role.
5. Nurture a sense of knowledge sharing, to create a knowledge-bank based institution; respecting and managing intellectual property through a healthy Teaching - Learning Environment.
6. Implementation of '**National Education Policy - 2020**' with multidisciplinary study projects to face the new challenges globally.
7. Create leaders for the future within the various roles of Architecture.
8. Bridging the gap between the profession and society through constructive participation - exhibitions, publications and research.

APCOA is committed for compliance of applicable requirements of all statutory & regulatory bodies, governing trust and stakeholders. We are also committed for active participation in continual improvements in EOMS (Educational Organization Management Systems) and fulfil our social & ethical responsibility, along with management of all the intellectual property.

### **Vision**

Anantrao Pawar College of Architecture, Pune is committed to the holistic development of students through quality technical education and social needs.

### **Mission**

1. To provide state of art infrastructure that shall create an ambiance to encourage innovative ideas and research activities.
2. To inspire students in creativity & entrepreneurship.

3. To create future technocrats with intelligence, technical skills & good ethical practices with moral values to serve the society.
4. To provide a healthy Teaching-Learning environment that will cultivate society issue based research activities for innovative design solutions.
5. To create awareness in the society through institutional, curricular, co-curricular and social activities.
6. To communicate with the society at large through digital media, print, exhibitions, publications and conferences.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- 70 Acres green campus located in the heart of Pune City. Easy to access from the Bus station.
- Interdisciplinary education Law, Arts , commerce, science, Engineering, Architecture, BBA, BCA,ITI and competitive exams academy along with school and higher secondary education.
- For students, the extracurricular development campus has playfields for various outdoor games like Cricket, Football, Volleyball, Gymnasium and swimming pool facility.
- For comfortable accommodation we have a Boys and Girls Hostel with a Mess facility.
- Campus has 2 lakh trees with natural terrain with all living species, surrounded by residential areas.
- 24 x 7 security personnel with only one entry and exit gate are there with 20 security guards.
- Natural resources like rainwater harvesting, solar lighting, waste management, and composting are existing on campus.
- Various species of trees more than 100 years old which attract nature lovers and natural flora and fauna with Biodiversity Park.
- Ample space for academic, curricular, extracurricular activities with parking facilities for each institute inside campus.

### Institutional Weakness

Infrastructure and amenities considering the total area of campus, and great demand of academic infrastructure like Hostel, Canteen-mess, indoor stadium, community/ multipurpose hall are still in progress of work,

- Inside campus there is no public transportation facility available for students to travel.
- Some areas of Campus boundary are surrounded by slum / low income group housing which creates a threat of encroachment.

- Having terrain and no space for a natural water reservoir is located or developed inside campus.
- No proper signages inside campus are seen for new comer visitors, to locate all the facilities.
- Having a single entry, Heavy stress on security service persons is seen.
- Having a huge and vast campus, dense vegetation and ample artificial lighting is necessary.

### **Institutional Opportunity**

- Good campus for learning all interdisciplinary education systems, considering the National Education Policy (NEP) sustainable educational campus itself.
- Public places like Maritime Museum, Science museum, Construction yard, public garden, and playground can be shared with the abutting residential area for entertainment, education and recreation.
- Open playground facilities can be utilized for commercial purposes for sports competitions and training during holidays and vacation. Campus amenities can be shared during holidays and vacation for public utility functions and gatherings.
- Great opportunity to select the natural catchment area for ground water reservoir.
- Open spaces can be converted as a solar park, Biodiversity park, under sustainable amenity campus.
- Jogging tracks and exercise meditation platforms can be designed for senior citizens, public in the early morning and late evening for physical fitness.
- Covered parking spaces can be utilized on holidays for children training like judo, taekwondo, art and craft, drawing and indoor play areas on mat for wrestling. Cubbadi, kho-kho.
- The traditional and renowned tree species Old trees can be preserved for researchers and students to study the flora and fauna.
- Campus has natural scenic environment beauty which promotes film and Television serials, short films and documentary purposes.

### **Institutional Challenge**

- Due to the low ratio of land and users there is a threat of encroachment.
- Insufficient funds for campus development and Maintenance are available.
- In long vacations or continuous holidays there is a threat of criminals nearby slum localities.

- Security challenges w.r.t. the dense vegetation around the college campus boundary.
- Common gathering spaces, for overall campus student's interaction, are neglected.
- Well-designed public transportation system with green energy, battery operated system, electrical vehicles etc. to be made available.
- Universal design approach to be implemented by all the individual institutions in the campus.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The Institute, Anantrao Pawar College of Architecture (APCOA), for the curricular aspects follows the below mentioned process.

APCOA ensures effective curriculum delivery through the syllabus, instructions, dates and circulars of the parent university Savitribai Phule Pune University (SPPU) along with the guidelines of Council of Architecture (CoA). The related information is transformed through the Academic Calendar with all information therein to the students and staff. This includes curricular, co-curricular and extracurricular activities. The curricular activities are well distinguished while the other two have an academic flexibility which is used by APOCA to the benefit of the students by means of Expert guest lectures, workshops, site visits and study tours which differ every academic year.

APCOA follows a disciplined approach towards the environment via various courses (both curricular and co-curricular) and through various projects which are assigned to the students. The institute has almost an equal number of girls and boys and therefore a gender balance is achieved, not only through numbers but with active participation in workshops, activities etc. The concern for Climate Change, Energy usage, Carbon foot print is also demonstrated through projects and actual hands on experiences, thus making a case for social involvement too. The differently abled pupils are also catered to, not only the physically challenged ones, but also slow learners.

The professional ethics as laid down by the CoA is addressed in the higher years through specified subjects –Professional Practice. The Practical training which is a mandatory aspect for one term tests the students preparation to face the actual profession and students are encouraged to undertake this training in a place which is different than his/ her place of stay to become socially self-reliant along with professional training. Periodic feedbacks are also taken from the professional who employ these interns for better academic- industry connect.

APCOA also has an effective system of feedback from stake holders like students, parents, teachers, professionals, alumni for a better understanding not only of the academics but overall development of the student and their position in society. Various counselling programs are also conducted for upliftment.

### Teaching-learning and Evaluation

#### Criterion 2 - Teaching-learning and Evaluation

**Anantrao Pawar College of Architecture** is approved by Council of Architecture, New Delhi (CoA) & affiliated to Savitribai Phule Pune University, Pune. (SPPU).

Admission process in the institute is through the centralized admission process conducted by Directorate of Technical Education, (DTE) Mumbai. This process follows all the rules & regulations of the state government. Student Enrolment ratio more than 50% per year. This gives equal opportunity to all the students to avail the facility of reservations. As a result of this students get the opportunity to avail all the scholarships & free ships offered by the Government.

For a good teaching learning environment, a satisfactory student teacher ratio is maintained in the institute. Apex body, Council of Architecture, (CoA) New Delhi conducts regular inspection before giving affiliation to the institute. This process is followed every year. Till 2018, our intake of 40 seats, which was increased to 80 seats since 2019. COA has laid norms for the student & teacher ratio, and the institute follows them strictly.

College uses Information and Communication Technology (ICT) in curriculum under SPPU syllabus to support, enhance, and optimize the delivery of quality education, for which Our faculties, students and allied staff use ICT enabled tools like computers, laptops, printers, scanners, software programs, data projectors, Camera to assist interactive teaching learning.

We encourage **Participative Learning** through various expertise, guest lectures, workshops, Having MOU with industries to support industrial training activities. We conduct the **experiential learning** through Site visits, Study tours, Model making workshops etc. Students are involved in research activities through survey methods, data collection, case studies, inventories for their individual design projects, social activities as the **problem solving learning**.

We abide by the **academic calendar published by SPPU University** for conducting the **regular examination** system. The assessment and evaluation process is transparent and communicated in the form of each subject's **assignment plan with Rubrics** to all the stakeholders such as students, parents through regular course **committee meetings and parent teacher meetings**.

### **Research, Innovations and Extension**

Resource Mobilization at Anantrao Pawar college of Architecture always carried out under **consultancy cell** and has worked and executed on overall campus projects for enhancement of practical skill. The projects covered were on varied topics like landscape beautification of architecture building premises. We receive Grants from non-governmental agencies for research projects / endowments.

The overall knowledge is gained through various sources through net facilities and also from library where the knowledge is gained and transferred through various sources and aspects. Also college has conducted National Conference on Architectural education and Research, college has Published the research proceeding named As **'Aspire – 2021'** to enhance our best practices in field of Architectural education and research.

Our college faculties have been published near about 22 articles in various research journals, proceedings and also presented their research papers in National and International conferences.

Holistic development of students, we are conducting various activities and programmes like the Blood donation camps, Tree plantation, Nirbhay Kanya Abhiyan, Swaccha Bharat abhiyan, Traffic awareness programme,

orphanage visit and stationary donation, cricket matches with blind girls, Indian constitution day, run for unity, Participation in various competitions under SPPU university.

College has 100 Volunteers NSS unit from 2019, through this NSS Unit, conducted extension and outreach programs like, NSS winter camp, voters registration campaign, International yoga day, National Leaders birth anniversaries, teachers Day, Covid awareness programme, Marathi Bhasha Din, entrepreneurship programmes, with involvement of society and community.

We have signed MOUs with various organisations / industries for the collaborative efforts, under skill enhancement under Architectural Field. This is for the enhancement and transfer of knowledge to the students as well as staff through various programmes. This is how the exchange of knowledge is built amongst the staff and students for the enrichment and quality learning.

### **Infrastructure and Learning Resources**

We at 'Anantrao Pawar college of Architecture, Pune' strive to provide the best possible infrastructure and technological facilities to our students. We provide students with well-equipped classrooms having facilities like Smart TV (65"), High speed Internet connection, Computer & Projector with screen, White board & Black board, Public address system etc. in order to facilitate teaching, learning and presentations for various pedagogies.

We have provided students with infrastructure for extra-curricular activities to facilitate their holistic personality development like Gym, Yoga centre, Auditorium with 350 capacity, amphitheatre for cultural activities, well equipped canteen etc.

As our campus is having area of 70 acres, we have 3 full size cricket grounds, basketball court, swimming pool facility shared between the colleges under the institute.

A well-equipped Material library and fab lab is shared between Architecture & Engineering College.

Our college is constantly in the process of developing the current infrastructure and keeps a sizable chunk (average 15%) of the total budget for its development and up gradation.

We have a well-equipped, brightly and naturally lit & ventilated library situated in scenic & quite area with latest library software, workstations, and reading areas.

Here in 'Anantrao Pawar college of Architecture, Pune' the students are provided with all the necessary facilities to groom themselves to be multifaceted and high potential citizen.

### **Student Support and Progression**

The Anantrao Pawar College of Architecture, Pune provides scholarships and freeships to students. During the last five years, the college has provided scholarships and freeships till date to 384 no. of students with a total amount of Rs. 1,52,66,946.75.

The college also organizes skills enhancement activities for students to improve their capabilities. These

activities include soft skills, language and communication skills, life skills such as yoga, physical fitness, health and hygiene, and ICT/computing skills. During the last five years total 08 activities organized for soft skill, 08 activities organized for language and communication skills, 20 activities organized for life skills such as yoga, 15 activities organized for ICT/computing skills for development of students.

The college has implemented guidelines of statutory/regulatory bodies for student grievances including sexual harassment and ragging cases. The college has a transparent system with awareness and undertakings on policies with zero tolerance. The college has mechanisms for submission of online/offline students' grievances and timely redressal of the grievances through appropriate committees.

Institute has organized various career guidance / competitive exam workshops / activities to help students to achieve success in state/ national / international level exams. Many students achieved success in such exams and enrolled in PG courses at national/international level. After completion of graduation from institute students were placed in offices or started their own practice.

Institute support students to participate in various sports competitions, activities organized at University / state / national level. In last five years students did remarkable contribution at university level inter college sports competitions. Total 181 students participated in various sports activities/competitions.

The college has an Alumni Association that contributes significantly to the development of the institution through financial and/or other support services. Institute organizes alumni meet to strengthen the bond and exchange of thoughts for betterment of students and institutes.

### **Governance, Leadership and Management**

The governance of the institution is reflective and in tune with the vision and mission of the institution. The effective leadership is visible in various institutional practices such as decentralization and participative management. The institutional Strategic / Perspective plan is effectively deployed. The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Implementation of e-governance in areas of operation. The institution has effective welfare measures for teaching and non-teaching staff. Total 21 teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years. Total 119 numbers of teaching and non-teaching staff participated in professional development /administrative training programs during the last five years. An institution has Performance Appraisal System for teaching and non-teaching staff. Institution conducts internal and external financial audits regularly. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality Strategies and processes. The institutional reviews its teaching learning process, structure and methodologies of operation and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities.

### **Institutional Values and Best Practices**

ABMSP's Anantrao Pawar College of Architecture (APCOA) has a history of almost a decade. The institute adheres to the "Bahujan Sukhay, Bahujan Hitay" ideology, which stands for total growth, welfare, and happiness for all social strata. The institute celebrates various National and International days to bring Awareness among Students. It brings students from various backgrounds together and also develops the overall



skills of the students.

Women's Grievances Redressal Cell was founded in APCOA in 2014 to promote gender equality, women empowerment. It safe-guards and promotes the wellbeing of all women employees and female students of the organization. It takes care of all complaints on sexual harassment at workplace and action taken for redressal of complaints. There are various activities that are conducted through this cell such as Taekwondo Training for girls, My Life My Choice for girls, Sexual harassment workshop, Nirbhai Kanya Abhiyan. In order to empower female students to address all concerns relating to women, and offer a secure space for female students and staff members, the college developed the counseling department. Professional counsellors, NGOs, 'Shivvardhan', promote general well being of girl students and teaching and non-teaching staff members.

APCOA promotes inclusivity by organizing cultural and sports programs where students from diverse backgrounds get to showcase their talents. By planning cultural and sporting events where students from various backgrounds can show off their skills. This promotes a feeling of "Unity in Diversity" among the pupils and builds a sense of community. The college fosters a sense of community among the student body by promoting participation from students of all areas, ethnicities, castes, and creeds.

APCOA emphasizes hands-on learning experiences through student on-site visits. These trips serve multiple purposes such as knowledge, understanding, teamwork, and independent learning. In addition, the department organizes NSS camps that not only introduce students to the village culture but also build confidence through encountering challenging situations.

Overall, the institution takes a very serious approach to inclusion, human values, and professional ethics, as it incorporates a diverse range of activities to shape all rounded individuals capable of making positive contributions to society.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANANTRAO PAWAR COLLEGE OF ARCHITECTURE, PUNE
Address	s.no. 103, Shahu college campus, Parvati, Pune 411009
City	Pune
State	Maharashtra
Pin	411009
Website	<a href="http://www.apcoapune.org">www.apcoapune.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajendra Bhangari Koli	020-24213301	9422044389	-	abmspcoa@rediffmail.com
Associate Professor	Vikram Navin Shah	020-24219901	9763745745	-	vikramshah30@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

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	<a href="#">View Document</a>	04-07-2022	12	The attached document is valid for previous academic year and the current letter is expected shortly at the time of filling this SSR

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	s.no. 103, Shahu college campus, Parvati, Pune 411009	Urban	70	5581

## 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,Bachelor Of Architecture,Architecture	60	HSC or Diploma and NATA	English	0	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	2				6				18			
Recruited	2	0	0	2	1	3	0	4	3	5	0	8
Yet to Recruit	0				2				10			
Sanctioned by the Management/Society or Other Authorized Bodies	1				3				12			
Recruited	1	0	0	1	2	1	0	3	7	5	0	12
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				6
Recruited	2	4	0	6
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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.	1	0	0	0	1	0	0	3	0	5
M.Phil.	1	0	0	0	0	0	0	0	0	1
PG	1	0	0	0	2	0	2	3	0	8
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	0	0	1	1	0	4	4	0	11
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	2		0		2

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	80	0	0	0	80
	Female	94	0	0	0	94
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	3	3	2	1
	Female	7	5	4	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	22	20	26	17
	Female	24	23	27	19
	Others	0	0	0	0
General	Male	50	46	54	40
	Female	55	56	70	69
	Others	0	0	0	0
Others	Male	5	2	3	1
	Female	8	6	3	2
	Others	0	0	0	0
<b>Total</b>		<b>174</b>	<b>161</b>	<b>189</b>	<b>154</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>In Akhil Bharatiya Maratha Shikshan Parishad campus we have interdisciplinary education institutes  a) Shri Shahu Mandir Mahavidyalaya for Arts ,  Commerce &amp; Science UG / PG &amp; Ph. D b) Shri  Yashwantrao Chavan Law College for UG / PG &amp;  Ph. D c) Anantrao Pawar College of Engg. &amp;  Research for UG/ PG &amp; Ph. D d) Namdeorao  Suryavanshi Audyogik Prashikshan Kendra ( ITI) e)  Rajashri Shahu Academy for competitive  examinations like Maharashtra Public Service  Commission ( MPSC), UPSC This wide platform  will help the students to learn subjects of their  interest in a single campus of 70 acres.</p>
--	---



2. Academic bank of credits (ABC):	Students admitted in Academic Year 2021-22 & 2022-23 are enrolled with ABC at the time of admission and form filling of university examinations. This helps students to credit their points for subject of interest like NSS, SDO Foreign Languages, Skill Development, Workshops and other eligible choice & skill based courses.
3. Skill development:	Architecture students are focused with extra and essential skill based courses like AUTOCAD, REVIT, BIM, RHINO, LUMION, SKETCH UP, Horticulture, electrical, plumbing, workshops, mechanical & carpentry, labs Environmental & testing, surveying & levelling etc within the campus giving them hands on experience.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Through NSS & SDO students are made aware of traditional practices, materials and building systems with the help of experts and in vernacular language with explanations and practicals. The institute undertakes 'Essay Writing Competitions', Cultural Programs, Marathi Bhasha Divas, Vachan Prerana Din, Fashion shows. Food Festivals, Arts and crafts competition etc. in vernacular language and traditional methods.
5. Focus on Outcome based education (OBE):	The Institute focuses not only on curricular aspects but also co-curricular & extracurricular aspects bringing in holistic development of the students. This helps them gain confidence for their future role as a professional and a responsible civic society member.
6. Distance education/online education:	Students are made aware of the various online course available from AICTE, NPTEL, CoA for distant and online learning. For the same proper infrastructure as required by the CoA is provided at the institute.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, we have an 'Electoral literacy club (ELC)' in 'Anantrao Pawar College of Architecture (APCOA).'
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, we have active ELC club with student and faculty member's involvement

<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>Students participated in the election commission of India awareness program organized by Savitribai Phule Pune University. Our college students prepared democracy wall with 75 + wall posters on ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons and senior citizens. Voter registration campaign organized by district election administration officer in our college for voter registration and document verification of students and faculty. District election admin officer provided training of voter helpline APP to students and faculty. With the help voter helpline APP students giving service to other college faculty like name change on voter ID, address change on voter ID. Nearly 75 + students participated in this campaign.</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>Our college NSS unit volunteers visited ‘Pangare’ village District Pune and did a voter survey and explained the democratic system, right of voter, electronic voting machine awareness.</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>when students admitted in college for 1st year, concerned documents for registration of voting card is verified, these documents and application is forwarded to concern authority for registration. We also celebrate “constitution day” with guest lecture. Value added course of democracy by Advocate Dr. Vaishali Jadhav.</p>

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
174	161	189	154	164

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 38

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	20	22	16	11

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
37.09	105.24	89.27	65.12	82.61

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

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

Anantrao Pawar College of Architecture (APCOA), Pune was established in 2014, providing Bachelor of Architecture (B.Arch) education, within the ambit of the Akhil Bhartiya Maratha Sikshan Parishad & affiliated to Savitribai Phule Pune University (SPPU), Pune & recognised by the Council of Architecture (CoA), New Delhi.

The Academic Calendar for each of the Academic Year (AY) is notified by the university at the beginning of each academic years. Along with it the list of approved holidays and a schedule for In-Sem & End-Sem exam is published by the SPPU for the relevant pattern of syllabus (currently 2015 & 2019 pattern are adhered to). The university syllabus is based on the structure by the CoA published from time to time (Minimum Standards of Architectural Education 2020 Gazette). On receipt of the above information the Principal, Academic Co-ordinator and the Chief Exam Officer (CEO) conduct a discussion to outline the academic, co & extra-curricular activities of the term. The core faculties are briefed and inputs are taken from them by the CEO to prepare an **ACADEMIC CALENDAR** for each semester of the institute. The Academic Coordinator prepares the Institute time-table considering the Academic Calendar, the expertise of the faculty (core & visiting) and the appointment of the class teacher (40 students/ class). The faculty is allocated various subjects depending on their expertise and curriculum requirements. The faculties detail out the Lesson Plan as per the Curriculum and the time table allotted to them, along with the working load appropriate to each of the designations ( as per UGC guidelines). This exercise is carried out in the Academic Dairy to be maintained by each of the Faculty, monitored by the Academic Coordinator, Principal and the CEO.

The lesson plans of each of the course, academic calendar & time table are notified to the students at the beginning of the term. Further, to ensure the effective and timely delivery of all the planned lessons, weekly completion records, students attendance, performance etc. are kept in the subject files and reviewed periodically by the subject teachers, Class Teacher and the academic coordinator along with the Principal in periodic Course Committee Meeting (twice /term). If there are unplanned holidays declared/taken, the make-up classes are arranged to cover up the lost time and the students are communicated properly through digital forms of communication (What's app Group is maintained for each of the Class) to make sure that they attend these classes. The students and their parents are communicated for a Parent Teacher Meeting is held atleast once a term in person to inform them about the progressive work, attendance etc.

Workshops, Expert Guest lectures, Site visits & study-tours are conducted apart from the regular course requirements, to enhance the grasping of the students.

This is the process followed by APCOA for effective delivery of curriculum.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:** 13

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

### Other Upload Files

1

[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:** 84.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
146	150	170	150	94

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:

Anantrao Pawar College of Architecture, Pune (APCOA) is a part of a larger organisation – Akhil Bhartiya Maratha Sikshan Parishad (ABMSP), which runs Engineering College, Humanities School, Law College and an ITI. The motto of ABMSP is '*Bahujan Hitay, Bahujan Sukhay*'- meaning the welfare of the masses translates into the happiness of the masses. The above dictum is followed in letter and spirit by the institution.

#### GENDER EQUALITY

APCOA is an institution which follows co-education and offers an equal opportunity to both the genders. All the activities and programmes conducted by APCOA includes both boys and girls, without bias. Same is also followed for site visits, study tours, design assignments, hands on exposure etc. along with the participation of the teachers of both the genders. Periodically the students and teachers are sensitised with counselling and workshops for sensitivity and behavioural aspects of the opposite gender. Programmes and all activities are worked on the above principal to achieve gender-neutrality.

#### ENVIRONMENT & SUSTAINIBILITY

Awareness of the surrounding environment, achieving a sustainable ecology – both tangible and intangible is the need of the hour. Imbibing these principles in the activities of the students in depth and not just superficially is the core goal of the institute. Hence be it curricular subjects such as Design, Construction or Services or the daily routine of the students, teachers and the personnel involved, there is a holistic approach to the same. The basic idea is to reduce the carbon foot print of the institute and achieve a sustainable environment.

#### HUMAN VALUES

Human values are inculcated within the students and institutional fraternity. The ABMSP and its

executive members are actively involved in the social welfare activities of the masses and have won many recognitions and awards. The students and staff are involved in projects related to public utility, welfare centres, working women's hostel, Hospitals etc. The concept of Universal Design (for the differently abled), the issue of socio economic aspects of the populace at large are handled by them. Campaigns like traffic safety, Nirbaya Kanya Abhyan etc. are also included in their exposure to social issues. NSS plays an active role in bridging the urban and rural connect and helps students better understand the needs of the various strata of the society.

## PROFESSIONAL ETHICS

Professional ethics is an important subject in the architectural curriculum with subjects such as Practical Training (Internship) and Professional Practice at the fifth and fourth year respectively. The Council of Architecture (CoA) has published a code of conduct for the qualified practicing Architects. APCOA focuses towards promotion of a professional ethical culture both among the students as well as the faculty members. They are made aware of the ethical behaviour by means of experience sharing by the senior faculty and guest lectures. Professional organisations (IIA, ISOLA, IUDI, IIID) etc. are involved in students professional and academic growth & exposure.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 20.69

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

Response: 36

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 49.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	26	59	17	40

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	80	80	80	40

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 39.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	20	09	12

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	20

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 6.69

## 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:**

Anantrao Pawar college of Architecture, faculties use ICT enabled tools like computers, laptops, printers, scanners, software programs, data projectors, Camera to assist interactive teaching learning. For effective teaching-learning process. As a part of this our ABMSP management, have facilitated the various ICT tools, to enhance teaching learning process. College uses Information and Communication Technology (ICT) in curriculum under SPPU syllabus to support, enhance, and optimize the delivery of quality education.

#### **ICT Tools used:**

- Projectors- 2 fixed projectors in Lecture rooms. One movable projector available for flexible lecture facility in any studios available.
- Desktop Computers - Arranged at Computer Lab and Faculty cabins all over the campus.
- Laptops- personal laptops are used by individual faculties and students for personal presentation work.
- Printers- They are installed at Admin room , staff rooms, library and all prominent places.
- Photocopier machines - Multi function printers are available at centralized location in our admin office for faculties and in library for students. Also students get photo copy facility in our in campus itself.
- Scanners- Scanning facility is available in admin office and staff room and library for staff and students.
- AV Room- Two Audio visual lecture rooms are equipped with all digital facilities and Smart TV.
- Digital Camera Nikon – with High Pixel used for all events photo documentation and video recording.
- Seminar room – For discussions and meeting.
- Digital Library resources - Library atomization, E- Journals, Library OPAC System
- Wi-fi connections available - Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom) at various locations.
- Net booster : to speed the wi-fi connection for all.
- CCTV FACILITY : security and discipline.

**These are well utilized for Teaching learning Through PowerPoint presentations** in their teaching by using LCD's and projectors. Seminar and Conference room are digitally equipped where guest lectures, expert for **Professional career Connect** with alumni. **Online quiz for students. Video Conferencing / Video lecture** - Students are counseled with the help of Zoom / Google meet applications. Video lectures is made available to students. **Online competitions** such as Poster making, Ad-mad show, Project presentations, Business quiz, Debates, paper presentations etc. are being organized with the help of various Information Communication Tools.

#### **Use of ICT By Faculty for various learning modes as below...**

##### ***Participative Learning :***

- Interexchange programme MOU , Study tour , Intercollegiate competitions (Quiz, Design and research participation) Hands on workshops

##### ***Experiential Learning :***

- Site Visits (Building typology, construction techniques, materials, services, Landscape) , Market

Surveys (Understanding market value , market forms, rates, applications of different building materials for their structural and aesthetical purpose)

**Problem solving Learning :** Issue finding Survey, inventories, Research based project, Case study (Design, Urban studies), Guest lectures ,**SOCIAL ACTIVITIES** (NSS AND SDO) (Research and hands on training Workshops, Street plays, cultural activities, painting sketching, dance and skit. blood donation camps, tree plantation, traffic awareness and cleanliness activities)

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 92.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	23	22	17	15

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 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:** 11.58

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	02	01	01

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

## 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:**

Anantrao Pawar College of Architecture is affiliated to Savitribai Phule Pune University and hence, follows its rules and guidelines regarding the assessment and evaluation process of performance of students. The same is communicated to the students.

Academic calendar is prepared at the beginning of each semester and is made available on the college website and notice-boards of the College. Thus, students know about the dates of In-sem- tests, submission of assignments well in advance and hence, can plan accordingly. The Rubrics of internal assessment of courses, internship and project are displayed through the notices to the students well in advance.

The Subject teachers prepare progressive marking for all students with help of rubrics.

The students are evaluated for the academic activities such as sessional assessment, juries, vivas, study tours, site visits, communication skills, presentations, drawings, journals, models and also their participation in the discussions. The assessment is conveyed to the student for further improvements.

Parameters of the assessment are decided on the basis of output expected. Evaluation of students work such as journal, Reports, Portfolios, models and other reports if any like market survey, case studies etc. is done at intervals such as 1st month, 2nd month and ,3rd month which also ensures that the students cope up in case with the current status of the work. Assessment is recorded in the form of marks, grades and remarks. This is followed by final evaluation of the entire term which is compiled taking into

consideration the progressive marking and final output. The progressive marking is shown to the students and their signatures are been taken on the same. Defaulter students are been marked and a notice is been circulated to students as well as parents. Remedial lectures are been conducted for defaulter students/ all students in the class in case of any important topic.

A course committee meeting is been conducted minimum twice a semester in which the progressive marking of the students is been discussed. A parent teacher meeting is been held every semester in which progressive marking is also discussed and parents are made aware about the progress of students in the semester. After continues warning given if any student fails to improve a final defaulter notice is sent to the parents by post.

In-semester examination is conducted in the 7th to 8th week of semester. For In-semester -theory assessment the question papers are prepared at the college level with reference to old question paper/question bank/book followed by faculty members with a formal notice to the students .These answer sheets are primarily evaluated by subject teachers. In case of any grievances raised by students, the In-semester exam papers are moderated by the assigned moderated teacher and the marks are displayed to students. The in-semester examination marks are also shown to the students and parents in the parent teacher meeting.

A committee of Principal, Academic Co-ordinator and College Exam Officer takes action on all the defaulters and grievance by the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Anantrao Pawar College of Architecture is approved by Council of Architecture, New Delhi(CoA) & affiliated to Savitribai Phule Pune University, Pune.(SPPU)

Affiliating university SPPU designs and develops the curriculum based on the norms set by CoA & the institute follows the same. Recently university has revised its curriculum in 2019. This curriculum clearly states PROGRAM EDUCATIONAL OBJECTIVES[PEO], PROGRAM OUTCOMES [PO] & Course Outcomes [CO].

The institute ensures that all of its programs have well-defined learning outcomes. The course objectives & Course outcomes are prepared by every faculty & reviewed by the academic committee & the Principal.

Being a professional course, students are expected to get a wide exposure to the practical aspects and hands on experiences. These are reviewed every year for the betterment of the output and institutes. Various tools are explored and experimented for the better performance of the students. This approach helps students to understand what they will gain from their courses and how these outcomes will contribute to their overall program goals. Additionally, having clearly stated learning outcomes helps the institute to evaluate the effectiveness of its programs and make necessary improvements to enhance students' learning. The institute places a high value on ensuring that students understand the learning outcomes of their courses and programs. To achieve this, the institution displays them prominently in studios. Furthermore, these are communicated to students throughout orientation and induction programs, as well as during parent teacher meeting for transparency in teaching learning process.

In this manner, the students are communicated clearly what they can expect to gain from their courses, while also enabling the institution to continually assess and improve its programs & enhance student learning.

At our institution, we prioritize efficient delivery and consistent improvement of the program to ensure that our students are well-equipped with the knowledge and skills they need to succeed in the profession. Each course has specific outcomes and evaluation criteria to measure students' progress and success. These outcomes are linked to our program outcomes, which give a quantitative measurement of our programs effectiveness. By mapping course outcomes to program outcomes, we continually evaluate and improve our programs to provide our students with the best possible education and prepare them for their future careers.

The course outcomes of each subjects in every semester are linked with POs, discussed in faculty meetings, and revised if necessary. This keeps the entire content delivery and assessment system on track.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Anantrao Pawar college of Architecture has started mapping & attainment of Pos & Cos

Procedure followed for the same is as follows for calculating Cos & Pos attainment:

**Process used to identify the curricular gaps to the attainment of COs/POs**

The process used to identify curricular gaps to the attainment of COs/POs is explained as below:



Step 1: Course coordinators would prepare Course Objectives & Course Outcomes, it would be discussed with Academic Coordinators.

Step 2: The course outcomes(CO) would be matched with Programme Outcomes (PO) at a scale of 3. The various correlation levels are as:

: No Correlation

1: Slight/ Low Correlation

2 – Moderate (Medium) Correlation

3 – Substantial (High) Correlation

Average of each Po would be calculated.

Step 3: The Academic Coordinator would compile & consolidate all CO attainment. This would enable us to find the curriculum gap as well as setting up a target. This process would be useful for the benchmarking and continual academic improvement.

Step 4: Academic coordinator with course coordinators would analyze the CO attainment & would set a target for the next academic session. These analyses would be communicated to the principal.

Step 5: The Principal and Academic Coordinator would consolidate the CO attainment of respective year along with curricular gaps and give recommendations to conduct co-curricular activities to course coordinators.

Step6: The Academic Coordinator after getting prior approval from IQAC about the steps to be taken to bridge the curricular Gap and content beyond the syllabus may be delivered to the students through teaching, arranging guest lectures, industrial visit, in plant training, online quiz, etc.

### **CO–PO mapping of courses:**

- For students to experience programs that are coherent, rigorous and developmentally sound, courses need to be specifically crafted to progressively introduce discipline content and skills of developing complexity, increasing intellectual demands and greater academic independence.
- A constituent course can only be understood in context of its associated courses and, in particular, its place in the developmental sequence of learning which results in the achievement of program learning outcomes.
- Course outcomes, therefore, cannot be developed in isolation from other courses or from the overall program. This requires mapping the various components of the curriculum and their developmental sequences across the program.

All the courses together must cover all the POs. For a course we map the COs to POs through the CO-PO matrix.

After CO statements are developed by the course in-charge, each CO will be mapped with all possible PO's based on the correlation that exists between them. The PO's will not necessarily be mapped with any one CO and it may be left blank..

## Process involved in CO-PO Mapping

The role of CO-PO mapping is assigned to the senior faculty as per hierarchy.

After writing the CO statements, CO will be mapped with PO of the department. The course coordinator has to consolidate the CO's of the respective course and maintains the documentation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 90.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	26	41	25	22

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	27	46	25	30

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

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

**Response:** 3.49

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	0	0	00	00

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

#### **1. Design Consultancy cell and Research Cell.**

We believe that architecture education is a professional and technical field hence sharing of knowledge is carried out both theoretical aspects as well practical aspects. Being a creative field students need to explore in all aspects with respect to site visits, understanding the components and elements, hence new methods of transfer of knowledge is required for better learning. But this knowledge needs to be integrated within the practical as well theoretical outcomes. Taking various projects will help out design skill, thought processes and information bases with ethical attitudes towards looking at profession as well as societal development.

For this the institute has created a Design consultancy cell where live projects of the campus are taken up as a design project in this way students as well staff are encouraged in working on the existing project

which creates and knowledge building both in academics and profession. This builds creative thinking and work on design solutions. In this way, both students as well as staff get an opportunity to present it front of management/client as well as professional architect.

For the development and enhancement in staff and students' knowledge on research and develop interest in the research every alternate year institute take initiative and motivates each staff to write research paper on their interested topics. To get further knowledge on how to write research paper, research methodology various research programmes are conducted at college level. Where various research experts are called upon to deliver seminar on basics of the research and research process. Theoretical inputs about research are delivered by research scholars for students and faculty. As per syllabus of Savitribai Phule Pune University for Research in Architecture subject this has provided platform for students and faculty (as guide) to work together on minor research projects for one year i.e., sem-2. Also, stage wise review both for faculty and students are scheduled in front of the expert so as to get a clear direction and guidance for further writing research paper. This is how this activity enhances the skill and transfer of knowledge both theoretically and professionally. As per the requirements this cell will do all formalities for successful completion of the research and encourage research in young aspiring researchers under Research cell.

- Various activities are carried out to enhance the knowledge Design presentation by students in front of the experts in classroom with support of digital aids. Peer to peer interaction with faculty on research paper writing also Special lectures and workshops on enhancement of writing skills and presentation skills.
- Group discussions before carrying out the activities. Workshops on various activities to get hands on experience and practical knowledge on various skills such as model making, sketching, rendering, creative thinking and designing. Various presentations are carried out both online as well as offline mode. Hence, the overall knowledge is gained through various sources through net facilities and also from library where the knowledge is gained and transferred through various sources and aspects.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:** 10

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	1	2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

#### 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:** 0.66

### 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

2022-23	2021-22	2020-21	2019-20	2018-19
01	12	03	04	05

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

## 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:

As the vision of College is quality technical education for the students and awareness of social needs and their overall development. For those different types of programs conducted in the college. As per the objective of the college, various social activities are organized to create strong citizens through new educational policies to meet global challenges.

For the holistic development of students, we are conducting various activities such as

The **counseling and Mental Health** Program was organized by the colleges in lifestyle, frustration, and time management of the students during the COVID-19 period.. **Yoga Day** is celebrated on June 21 every year so students learn how to maintain a healthy body by combining meditation and exercise. During the **traffic awareness** program, students encouraged non-helmeted people to follow traffic rules by offering roses. The **blood donation camp** developed the attitude of students to help others.

The Topic of the **Poster competition** was “Natural Disasters (Flood, Landslide) and Role of Architect” is a vast topic to discuss and on behalf of recent incidents of a landslide in Ratnagiri district and Satara district its important role of architects for building sustainable structures to tackle such situations. Villagers appreciated the work done by the volunteers in this **NSS camp** and requested them to

participate in further development works as well as renovation of Gram Panchayat.

We always motivate college students and staff to **plant a minimum of 2 trees** and take care of them like water, and security. **Professional Practice and Holistic Approach:** Ar. Mohan Nikam stated that Architecture is an ounce of inspiration & tones of logic, science, technology, and legal procedures **Pathanatyia inter-college Competition:** It was a presentation of eleven minutes in total. This has boosted the confidence of the students and hence the students will participate with great vigor next year. To the **awareness of Covid 19**, the students took out a rally by distributing masks and announcing some slogans. **College** organized cricket match with blind girls team on occasion of International Women's Day. Our college girls' students taught a lesson from that match was how to use our body organs.

**Heritage walk:** students observed the history and influence of Portuguese on Goan architecture. **Goa Beach cleaning:** Students found many non-degradable materials like plastic, chemical bottles, plastic water bottles, etc. Activities like **Har Ghar Tiranga** instilled in the students a sense of self-respect and duty towards their country. **Swar Rang's** participation in this competition brought out the various qualities in them. Universities selected some of the students to teach **disaster management** so that they could realize the different kinds of skills and their application to the society. A student of our college, , participated **Utkarsh** competition and learned about leadership and what people from different cultures can do when they come together. Through programs like **Nirbhay Kanya** in the college, the students got lessons in self-defense. The students visited the orphanages and got to know the lives of the students and what they needed and gifted them many items

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### Response:

Kadve GramPanchayat, Taluka – Velhe, District – Pune, Zilla Parishad Primary School Shirkewadi Kendra Panshet, Taluka - Velhe District - Pune and Ambed GramPanchayat, Taluka – Velhe, District - Pune were given a certificate of certificate for National Service Scheme's creditable program for the college Anantrao Pawar College of Architecture. Students did the work of cleaning the premises in the Gram Panchayat. In the area of village panchayat, painted pictures on social and educational message of Bhairavanath temple and Shiva temple. Information and survey conducted regarding census, health, educational and covid 19 vaccines. College has organized a series of lectures on various topics for the villagers. Turmeric and cultural for women Programs were organized. Workshop for women's mental health and personality development was organized and guest lecturer was Dipali Awakale . Organization of painting competition and prize distribution ceremony for village students was done. Preparations were made for the children's dance for January 26. A slogan was drawn on the wall of the Zilla Parishad Primary School and an educational mural was painted for the students. According to Sarpanch Sangeeta Telavade, the college has enhanced the beauty of the village by taking all these activities in this village



and contributed significantly to its development. According to the Gram Panchayat Sarpanch, the valuation of the said work as per the market price is Rs. 81 thousand 650 and we certify that. Program Officer of National Service Scheme Professor Prof. Vaibhav Ghodke Performed excellently by taking a special effort. Various painting competitions were conducted for the students in the school. Total 5 Prizes given to the 1st to 5 ranks of paintings and painting materials were distributed to all the school children. Outside the compound wall of the school, the students added color to the wall to beautify it. Different types of pictures were taken which added to the happiness of the students and added to the beauty of the school. The principal of the school has said that the area of painted wall is 550 square feet and the valuation of this work is Rs 15000 as per the market price. He thanked them for doing this work free of cost to all the students of National Service Scheme Anantrao Pawar College of Architecture.

Our college students used their education to study different services in the village. This gave the students an opportunity to do practical work such as building an embankment. Painting and Drawing are also considered very important in the subject of architecture and students enhance their skills by painting the neglected walls of the village. Architecture is actually an interdisciplinary field and one has to adapt to all aspects of the society, so this work gave the students that opportunity. As the village school and gram panchayat told them how valuable that work was, their confidence increased

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:** 7

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	2	00

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>

### 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:** 5

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

## 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 institute is situated in the heart of the city area with 70 acre well developed campus with multidisciplinary institutes viz. College of Architecture, College of Engineering and research, College of Law, Science, Commerce & Arts junior college, A Secondary School & Hostel facilities.

The institute's main goal is to provide students, faculty, and administrative employees on campus with high-quality education as well as an educational, competitive, and research-based environment for creating affordable and environment friendly solutions.

For efficient teaching and learning, the Institute offers students and faculty members infrastructure like studios, classrooms, libraries, seminar halls, labs, workshops, construction yards, and internet facilities.

The holistic development of the Students is ensured with the following infrastructure facilities.

#### Curricular:

- **Studios:** The college have working Studios of size 90 sq. m to 120 sq. m. equipped with A1 size drawing boards for individual students, Blackboards, Whiteboards & projector with screen facilitating usage of various pedagogical systems. Studios also have storage areas and lockers for students to keep their belongings.
- **Classrooms:** The classrooms are equipped with Benches, Blackboards, Whiteboards, Smart TV and projectors being used for teaching learning theory subjects.
- **Smart TV room:** 65inch smart tv is installed in a classroom being used for Multimedia teaching learnings, Presentations by teachers and students, and video conferences / webinars.
- **Computer Labs:** 20 computers accessible to all students and faculties with latest configurations (mentioned in detail in previous points) are installed with latest softwares required for Architectural works.
- **Library:** Library is having ample light ventilation (both Natural & Artificial), have book shelves, steel cupboards with glass faces, Journal stands, reading tables (common) & reading & working cubicles. Library is also equipped with 4 computers accessible to everyone and installed with LMS system for book searches and referencing.
- **Laboratories:** Material laboratories are equipped with machines, materials and samples of tools, fittings and different types of materials required in building industry.

- **Construction Yard:** It is an open to sky area where students have hands on experiences of building construction practices and attend various demos and workshops.
- **College area covered by Wi-Fi connectivity & secured with CCTV coverage:** All indoor and outdoor public areas in college premises are under CCTV surveillance, whose direct feed and storage is in the principal's cabin. The college premise is also equipped with High speed unlimited Wi-Fi internet connection accessible to all the students and staff members.

**Co-curricular:**

- **Well-equipped Admin:** The admin is equipped with computers with required softwares, printers, scanner, Xerox copy machine, secured storage facilities, Biometric and CCTV surveillance.
- **Conference room:** Well-furnished conference/ meeting room with 15 seating capacity being used for staff meetings.
- **Separate Common rooms for Boys & Girls:** Equipped with comfortable sofas, one sick bed, restrooms etc.

**Extra-Curricular:**

The institute is very supportive for the holistic development of students and has given access to the following sport facilities inside the campus to the students.

- **Various faculties & courses under one campus**
- **Numerous Playground areas in the campus**
- **Swimming pool**
- **Gymnasium**

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:** 15.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.80	8.97	0.16	18.12	20.36

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:

#### 4.2.1 Library is a Learning Resource

Anantrao Pawar College of Architecture has had library atomization since 2016 in which library card is issued to students and books are exchanged through their membership ID thus helping to maintain all records of books.

Vriddhi ERP software which we purchased in 2016-17 is an integrated software package compassing all aspects of library management student management account management principle administration library opaque student attendance is multi-user and multitasking software. We are using latest version of VRIDDHI 2.0 build: 265.1 full versions. Anantrao Pawar College of Architecture library efficiently uses the POAC system which is the online public access catalog that helps students in relating and exchanging information with the library system.

Membership is given to each student and faculty member. By using the member's data Librarian can produce the ID card for the member and the library management software will create a Barcode for the member which will be helpful for future transactions.

#### Features of Vriddhi ERP LIBRARY MODULE

- Book Accessioning
- Cataloguing
- Circulation
- Membership
- Periodical Title Entry
- Disc Accessing
- Syllabus
- Question Papers
- Newspaper Clipping

- Opac
- Digital Library

This library automation software assists to keep track of all the existing books. There will be a unique accession number for every book. Librarians can generate barcodes for books which helps in Issue-return functionality. Stock verification is done by this software using a barcode scanner. We have a record of date-wise circulation summery, books issue history, author-wise list, the total number of volumes, total number of titles available in the library through VRIDDHI.

APCOA Library OPAC Library (Online Public access catalog) gives search options for the users by Title, Author, Publisher, Book Editor, Edition Year, and Subject. It also shows this book is available in the library or issued by users.

The library of Anantrao Pawar College of Architecture is situated in a Natural environment and is well-lit and quiet. The interior design of the library and the presence of various types of indoor plants attract users to come to the library. The college has a well stocked library with good ventilation.

We have created a library web page on our college website that provides information about library facilities and free resources. Link <https://apcoapune.org/library/>

### **Details of the Library**

- Total No. of Books / Volumes : **2184**
- Total No of Title : **1360**
- National Print Journals/Magazines : **14**
- International Print Journals : **4**
- Area of Library :**1200 sq.mtr.,**
- Reading Hall Seating Capacity : **50**
- Reprographic Facility,
- SPPU Library Membership,
- Library Working Hours **9:00 am to 4.30 pm,**
- Computers with Networking Facility,
- Reference Management Tools training facility to the APCOA Students/Faculty,
- Journals Bound Volume :**186,**
- Study tour reports,
- Activity reports,
- Final year students THISIS- **128**

### **Memberships other academic and research institute**

- SPPU Jaykar Library Membership
- International Institute for Asian Studies – The Newsletter

### **E resources**

- E Journals -(K-HUB Jan to December subscription),

- CD'S : 170

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Our institute provides adequate number of ICT facilities such as computers, hardware, software, Wi-Fi, Printers, Scanners and CCTV. All the computers hardware and software are always upgraded as per the Council of Architecture (COA) norms.

**Computers :** College has 32 computers in with internet connection for student use. Out of which 20 computers in Computer Lab are updated with 256 GB SSD, 8 GB DDR RAM on 04/05/2022. All the computers is having good internet connectivity with 200 mbps speed. 10 computers in the computer lab are connected in LAN with A3 size colour printer.

**Internet Facility :** In 2020, internet speed was of 50 Mbps, on 27/07/2021 the institute has updated yearly internet plan with speed of 200 Mbps to Computer Lab, Lecture room and Library. In 2023 internet speed is 200 Mbps

**Wi-fi :** Wi-Fi facility available to all the students and the faculty in college. The staff room has a separate Wi-Fi router. Wi-fi access points are placed various places like Library, Labs , Lecture Room and Studio Room etc.

**CCTV Monitoring :** All class room and Lecture Room are under CCTV surveillance. There are 5 number of 20 meter outdoor camera DOM Night Vision 2 MP Cameras, 7 numbers of 20 meter outdoor cameras Bullet Night Vision 2 MP Camera and 20 Meter outdoor camera Bullet Night Vision 2 MP 6 MM Cameras are installed in different location in college building. 32'' LCD TV Monitor For CCTV installed and connected with all CCTV Cameras. Also 10 number of 2 MP DOM Camera are install in college in different places.

**Printer & Scanner :** A3 size colour Printer is available in computer lab for students and faculties. EPSON 3110 Printer installed in admin office. HP 1136 and Canon Printer is available for students an faculties. Xerox machine is connected in LAN for printing. HP 2900 Scanner available in office and staff Room.

Projector : 2 Lecture rooms having LCD Projector with screen size of 6 x 4 ft device and a Wi-Fi connection for internet access during lectures are also available in class room.

Smart T. V. (Intelligent Panel) : 65'' Smart T. V. with I5 Processor 8th Gen, 8 GB RAM is available in Lecture Room 1 with internet connectivity to students and faculty.

Software : In Computer Lab Auto CAD 2023 software for 20 computers and Sketch up for 5 computers are installed with Licensed copies for students and faculties. Quick heal antivirus are also installed in computer lab.

Camera : Nikon D5300 DSLR camera for photography in study tour, site visit, workshop, seminar and various programme held in college and other places.

Biometric Finger print Reader : for the attendance of faculty and Students.

Lutron LM - 8102 Meter : It used for measuring the air velocity, temperature, humidity, light and sound level in workspace used for site analysis and other study purpose.

Temp Check Digital Thermometer: Digital Thermometer to check body temperature for health consciousness of Students and Faculties.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 6.69

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

Response: 26

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 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:** 24.06

**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.77	25.5	23.63	17.70	21.65

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:** 45.61

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
103	83	92	57	49

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 28.5

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
45	75	35	30	55

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 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:** 16.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	05	10	03	05

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	26	41	25	22

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 2.46

**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.)**

2022-23	2021-22	2020-21	2019-20	2018-19
01	02	00	00	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	00	00	00	00

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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: 1.2**

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	00	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:**

Anantrao Pawar college of Architecture have a registered Alumni Association named “BHARARI” as per societies Registration Act, 1860 in Year 2023. Architecture’s first batch graduated in May 2019 and convocation took place in Feb 2020. Total 5 batches have completed B.Arch. programme (2019-2022) till date. This association is formed to increase interaction between the past students of the college and share knowledge to the present students undergoing education in the college. This provides a platform for sharing and upgradation, current market demand, advance material and teaching of experience and knowledge to present students. Also provide new opportunities, current practices and professional ethics to junior students. Activities such as meetings, discussions for Alumni formation were conducted before the formation of the committee. Accordingly, roles and responsibilities were discussed in each meeting. Alumni those who have passed out have achieved academic excellences by pursuing higher education abroad. Junior students are aware with different Most of them have established their own firm and many are working in reputed architectural firms. The members of the alumni hold good leadership and are active leaders of professional organizations and educational institutes. Through this association students get in touch with present students and share their expertise and best practices in a given field. To pursue higher education abroad students are motivated and encouraged by offering recommendation letter with positive remarks by the faculty members as well as principal so that makes them easy to apply in their desired institute. The alumni share a strong relationship with the students and help each other in academics and in profession. Alumni who are pursuing higher degree abroad are invited as guest speaker on one platform on online mode to fourth and final year students to share their views and experience on the process on how to apply for higher studies. Many of the alumni offer jobs to current students in their offices as intern architects or as graduate architect. Also, alumni are given offer to join as a teaching faculty in own firm as visiting or full-time teacher. This is how the students get connected with the mother institute through joining the institute.

**objectives: -**

1.To establish a healthy relationship with the present students, faculty and college administration. To help deserving students and give charity or donate fees to the needy students. To make available the expertise and experience of the alumni for the development of research and educational activities of the college.To reach students work together, learn from one another and share experience and knowledge on profession and research To conduct mock sessions for guiding students for preparation for achieving higher studies abroad and apply for internship. Arrange cultural meet for the members and the students. To conduct seminars, workshops for the students. To upgrade students about the various job opportunities and stay connect with them through social media like What’s app group, this builds a techno friendly communication. Alumni contribution in terms of financial support/donations to improve the teaching learning methodologies, scholarships and conferences at APCOA.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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 institute's governance and leadership are closely aligned with its vision and mission, driving its commitment to providing quality technical education and overall student development. The Governing Body formulates policies for the institute, while the Principal has the authority to implement these policies, following a decentralized approach.

Decisions related to day-to-day and semester-wise academic and administrative work are made in consultation with the Principal by committee heads, who conduct regular meetings to convey the outcomes of these discussions. The top management is dedicated to serving society, acting as the administrative link between the management, stakeholders, and the broader community.

The institute's vision focuses on implementing student-centric activities to lay the foundation for students' successful careers. A participative management approach is embraced, valuing constructive input from all stakeholders, including parents, employers, alumni, faculty members, and students. The institute is proactive in carrying out activities based on these constructive suggestions, with strict monitoring to ensure the achievement of high standards.

The quality policy aims to establish the institute as a leading professional institution in India, providing a dynamic learning environment with value-based education, fostering self-learning, and promoting innovative thinking in students. The institute prioritizes infrastructure, equipment, and competent faculty to facilitate students' technical excellence and personality development, meeting the evolving expectations of stakeholders.

Aligned with its mission, the institute cultivates a unique culture to enhance self-esteem, team spirit, and life skills, enabling students to adapt to the rapidly changing world. The institute emphasizes self-learning and project-based learning through well-defined curricular and co-curricular activities. The philosophy of continuous quality improvement and decentralization of power is deeply ingrained.

Committee heads hold frequent meetings with staff to review previous activities and plan for the future, ensuring effective implementation of policies. Plans and procedures of each department are thoroughly reviewed, analyzed, and revised in Principal and HoD meetings. The Local Management Committee/College Development Committee meets to assess policy implementation.

Leadership skills are nurtured among teaching and non-teaching staff through opportunities to lead various activities, such as examination coordination, industry interaction, training and placement coordination, and student association coordination. Leadership development at different levels is



achieved through performance analysis and the exhibition of leadership qualities.

Class coordinators are responsible for all activities related to a specific class, fostering event management skills. The institute encourages proactive engagement from all faculty members to enhance overall performance and foster leadership qualities, providing ample room for improvement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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 institute operates with a well-structured decision-making process through entities such as the Governing Body (GB) and the Local Management Committee/College Development Committee (LMC/CDC). These decisions, informed by the Principal, reach all teaching and non-teaching staff members. Essential sectors for the institution's functioning include office administration, academics, training & placement, extra-curricular activities, and various committees, which ensure efficient accomplishment of institutional goals.

In addition to statutory committees, there exist several other committees tasked with policy implementation, crafting strategic plans, and fostering development perspectives. A prime example is the Student Council, clubs, and associations, which contribute to the holistic development of students. The Office Administration encompasses sections such as Account, Examination, Scholarship, Students, and Establishment to ensure a smooth administrative operation.

The institute's quality policy, with top management consent, is driven by the Principal, along with the active involvement of the Head, staff members, and stakeholders. This policy serves as a guiding force, aligning with the institute's vision and mission. A range of activities is conducted within the institute to effectively implement these quality policies.

The organizational structure, characterized by hierarchical levels, facilitates the formulation of effective policies and administrative frameworks. Faculty members are encouraged to actively participate in planning and implementation processes, adhering to government norms, such as post sanctioning and newspaper advertisements. Recruitment of qualified and experienced staff adheres to UGC and CoA norms, with the Governing Body (GB) being the appointing authority for senior positions, while the Management handles other posts.

The selection criteria include qualifications, experience, special achievements/awards, publications,

department-level demo lectures, and personal interviews. The deployment of institutional strategic, perspective, and development plans serves to align actions with the stated mission. Short-term and long-term goals are periodically reviewed to ensure relevance and progress.

A participative management approach is embraced, valuing constructive input from all stakeholders. The institute prioritizes the development of faculty members, encouraging the pursuit of higher academic qualifications and research advancements. Several faculty members are presently pursuing Ph.D. degrees, and efforts are consistently made to support higher studies.

The institute ensures comprehensive development for its faculty and staff, offering opportunities for higher studies, skill upgrades, research, and consultancy activities. Management supports staff participation in various professional development activities such as STTPs, conferences, workshops, and orientation programs, granting duty leaves for these endeavors. Additionally, monetary and promotional benefits are offered based on performance and appraisal reports.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

## 6.2.2

### *Institution implements e-governance in its operations*

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

**Response:** B. 3 of the above

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

## 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 institution offers a range of effective welfare measures, schemes, and facilities, including:

- Earned leave, Half Pay leave/Medical leave for both teaching and non-teaching staff
- Maternity leave of 180 days for female staff, with the possibility of extension as needed
- Implementation of fair pay scales, contribution to Provident Fund, and Gratuity benefits
- Canteens and Mess facilities available for students, teaching, and non-teaching staff
- Security guards stationed in institute and residential campus areas
- Employee Insurance Scheme for added security
- Contribution to the uniform costs for Teaching and Non-teaching Staff

Additional facilities provided on the campus include:

- Free parking for both staff and students
- Fitness/Sports Facilities, including a well-equipped gym
- A cricket ground and Indoor Games Center
- Financial support for faculty members and students for patent filing, FDPs, STTPs, workshops, seminars, and conferences

Indoor games and a fully equipped gym, complete with trainers, are accessible to all students as well as teaching and non-teaching staff. An express-feeder ensures uninterrupted power supply and WiFi coverage throughout the college premises. The institute follows a practice of recognizing deserving individuals by awarding appreciation letters, best teacher awards, and best department awards, typically presented on Teacher's Day every year.

Welfare activities for non-teaching staff encompass various training programs, including ICT, professional communication skills, and virtual platforms to enhance knowledge and build confidence. The institute regularly organizes need-based training to improve skills and permits attendance at similar programs hosted by other institutions. Higher studies and participation in technical events are encouraged among staff members.

The Performance Appraisal System for both teaching and non-teaching staff evaluates performance, punctuality, interpersonal relations, student feedback, and university results. Staff members complete appraisal forms, which are then verified by the principal, along with recommendations. The validated appraisal forms, along with recommendations, are subsequently forwarded to the management.

To ensure ongoing improvement and staff appraisal, regular feedback is gathered from all stakeholders through a systematic mechanism. This feedback is carefully analyzed to enhance the system and contribute to the performance appraisal of staff members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:** 0

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	00	00	00

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

**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:** 9.48

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	3	3	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	03	03	04	04

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 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:

The institution conducts regular and transparent financial audits, both internally and externally. The internal financial audit is overseen by a committee of accountants from the APCOA, working closely with the institute's accounts department. Copies of invoices, vouchers, and supporting documents for expenditures are maintained within the respective departments, while the original documents are sent to the institute's accounts department for verification. Discrepancies, if identified, are promptly communicated to the department heads for rectification. The accounts department consolidates all expenditures made throughout the financial year. The internal audit committee conducts periodic audits of the institute's accounting records. Additionally, an internal audit is performed for all received grants.

Each financial year, a comprehensive external financial statutory audit is conducted by a chartered accountant. This audit involves a thorough examination and verification of all financial transactions. Any

observations or objections made by the auditor are communicated to the institute through their report. The institute has a robust system in place to monitor the efficient utilization of financial resources. The financial budget for each academic year is meticulously prepared, considering all potential income and expenditures. As a self-financed college, the primary source of income stems from student fees. These fees are approved by the Fee Regulating Authority, Government of Maharashtra, based on various institute expenditures, including audit reports.

The institute adheres to government norms in the admission process for all programs. Funding schemes from SPPU, Pune, are utilized for organizing various events such as FDPs, STTPs, conferences, and workshops. The institute applies for schemes from NSS and the Student Welfare Department of SPPU, Pune, using the sanctioned funds to organize activities in alignment with SPPU's guidelines.

1. **Resource Utilization Strategies:** At the start of each academic year, committee heads create budgets based on their departmental requirements. These financial needs are compiled and submitted to the Principal's office. The proposed budget undergoes a thorough review at the Local Management Committee (LMC)/College Development Committee (CDC) for approval. The LMC/CDC critically evaluates the budget and, after necessary adjustments, grants approval. With the budget in place, department heads can proceed with their planned activities.
2. **Employee Salaries:** Employee salaries adhere to the statutes and norms set by the Government of Maharashtra. Resource persons involved in academic and administrative events receive remuneration/honorarium. The institute provides support to faculty and staff for participation in seminars, workshops, conferences, FDPs, COATRC courses, and other relevant professional development opportunities.
3. **Infrastructure Enhancement:** The institute focuses on enhancing infrastructure, including repairs and maintenance for classrooms, laboratories, instruments, equipment, software, hardware, furniture, and library resources, among other areas.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Since its establishment, the Internal Quality Assurance Cell (IQAC) has been effectively fulfilling its designated roles. IQAC actively gathers feedback from stakeholders to enhance quality, devises action plans based on these inputs, and periodically assesses outcomes, making corrective adjustments when necessary. Incremental improvements across various activities are documented, and regular meetings are

held with IQAC members to enhance overall institute performance. The primary aim of IQAC is to establish a conscious, consistent, and catalytic framework to elevate academic and administrative effectiveness.

IQAC focuses on cultivating a student-centered environment conducive to quality education, while also promoting faculty development to embrace essential knowledge and technology for participatory teaching and learning. The cell facilitates the dissemination of information on quality parameters through institutional workshops and seminars, thereby fostering quality-related themes awareness. Comprehensive documentation and analysis of programs are conducted, driving quality enhancement efforts.

IQAC has made significant contributions in several key areas:

1. **OBE Implementation:** IQAC plays a pivotal role in promoting the Outcome-Based Education (OBE) system among both teachers and students. It organizes sessions on vital concepts such as Bloom's Taxonomy, Course Outcomes (CO), Program Specific Outcomes (PSO), CO-PO attainment, and the tools used for assessment as per AICTE's examination reforms. Subject teachers perform CO-PO mapping, identify gaps, and plan corrective measures based on the findings.
2. **COATRC and Coursera Certification:** IQAC actively encourages both teachers and students to enhance their skills through COATRC/Coursera certification programs.
3. **Best Practices:** IQAC has implemented two commendable best practices - the Continuous Improvement Training Program and Blended Teaching and Learning. As a direct result, there has been noticeable improvement in students' academic performance.
4. **Research and Development:** IQAC promotes faculty engagement in various research and development activities, including organizing conferences, publishing in reputable journals, securing patents, organizing project competitions, conducting seminars for intellectual property rights (IPR) awareness, and arranging Faculty Development Programs (FDP). Proposals for research grants and other forms of support are submitted to funding agencies, while students are actively motivated to participate in conferences and publish their work. Consequently, the institute now hosts annual international conferences, with a growing number of students contributing by publishing their research.

IQAC has been instrumental in institutionalizing robust quality assurance strategies and processes. It conducts periodic reviews of the teaching-learning process, operational methodologies, and learning outcomes, recording steady incremental improvements across various activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:** D. Any 1 of the above

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



## 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:**

#### **Institutional values and social responsibility**

The parent Institute has background more than 100 years and a background of historical and traditional importance. It has philosophy of “BahujanA Hitaya Sukhaya Bahujaana Sukhaya ” which means welfare and happiness among different classes and overall development. The institute, sees to equal treatment for girls a key in today’s scenario. Woman Grievance rederal cell is there in colleges see for zero tolerance towards caste & Gender quality. Various workshop and lectures are conducted in colleges to bring awareness among the girls and boys students.

The institute celebrates the various National and International days to bring Awareness among Students. It brings students from various background together and also develop overall skills of the students.

#### **GENDER EQUITY CELL**

Women’s Grievances Redressal Cell was founded in APCOA in 2014 to promote gender equality, women empowerment. Women’s Grievances Redressal Cell is safe-guarding and promoting the wellbeing of all women employees and female students of the organization. It takes care of all complaints on sexual harassment of at workplace and action taken for redressal of complaints.

#### **ACTIVITIES CONDUCTED BY THE CELL**

Grievances Handling of Female students and Staff (information from Cell)

- Taikwonda Training for girls.
- My Life My Choice for girls.
- Rotatray Club Program for girls
- Sexual harassment workshop
- Nirbhai Kanya Abhiyan

**Taikwondo Training for girls:**

Training on Taekwondo for self defence was organized FOR Girls on 12/01/19 for 1st to 5th year. Mr. Pranav Gupta and Mr. Pankaj Chikhathankar conducted the workshop. Its main points were to build self-esteem, Physical and Mental power. To take control of life and develop discipline by training their mind and body.

**My Life My Choice for girls**

My choice my life was organized for Self Decision making on 8/01/19 for girls and ladies faculty. This was conducted by Prof. Neha Sathe, she focused on strengthening the power and amplifying the inner voice of the girl.

**Rotatory Club Program for girls**

This programme was conducted for girls on 13/07/19 to show the importance of health and hygiene of girls for 2nd, 3rd and 4th year.

**Anti-Ragging**

Anti-Ragging committee is formed in college every year see it that there is no unfair means or undisciplined activities by any student causing psychological harm to other students. If any case this situation happens committee formed to look after and solve any issues caused.

**Counselling for girl students:**

College has established the Counselling, to empower girl students, to address all issues related to women and create safe place for female students and faculty members. Professional counsellor as well as NGO, IHHI, Shivardhan and PANKHA from it aims to promote general well-being and empowerment of female students, teaching and non-teaching women staff of the college. Faculty members act as Mentor to girl and boys students.

**File Description****Document**

Upload 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

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 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:**

## **Inclusion, Situatedness, Human Values & Professional Ethics**

APCOA provides an inclusive environment for staff and students from various backgrounds to bring in social awareness through various activities. It sees to that Human Values and Professional Ethics are being also learnt by the Student. Our head Body Akhil Bhartiya Maratha Shikshan Parishad's motive is "Bahujan Hitaya Bahujan Sukhaya" which means for the welfare and happiness of all people in the society.

### **1. Inclusion:**

APCOA promotes inclusivity by organizing cultural and sports programs where students from diverse backgrounds get to showcase their talents. This helps in developing a sense of "Unity in Diversity" among students and fosters a spirit of togetherness. By encouraging participation from students of different regions, cultures, castes, and creeds, the institution works to inculcate a sense of oneness among the student community. Specific events like the State level Landscape Painting and sketching Competition, Multidisciplinary Higher Education overseas interaction program, Academic Study Tours for students and many more facilitate this inclusivity.

### **1. Situatedness:**

APCOA emphasizes practical learning experiences through site visits for the students. These excursions serve multiple purposes, such as enhancing knowledge, understanding, teamwork, independent learning, social skills, and critical thinking. They also allow students to experience different cultures and environments, adding a valuable dimension to their education. Additionally, the institution organizes NSS camps, which not only expose students to village culture but also impart self-reliance through facing challenging situations.

### **1. Human Values:**

APCOA actively focuses on the development of responsible citizens by engaging students in activities that promote social responsibility. For example, participating in Yoga Day Program. Tree plantation is a vital activity in the context of environmental conservation and combating climate change. It offers numerous benefits to the environment, wildlife, and human communities. A blood donation program is an initiative aimed at encouraging individuals to voluntarily donate their blood to help those in need. The NSS Unemployment survey is designed to gather information on employment and unemployment patterns among the population. It aims to provide comprehensive data on the employment status of people in different sectors, regions, and demographic groups. These activities demonstrate a commitment to fostering community well-being.

### **1. Professional Ethics:**

The institution places importance on instilling professional ethics in its students. During their fifth-year professional training period, students receive guidance and regular feedback from architectural offices, ensuring they are prepared to uphold professional standards in their future careers.

Overall, the institution's approach to inclusion, situatedness, human values, and professional ethics seems commendable, as it incorporates a diverse range of activities and experiences to shape well-rounded individuals capable of making positive contributions to society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### ***Best Practice 1: Research in Architecture***

##### **OBJECTIVE:**

- 1.To introduce the students to various learning platforms beyond classrooms and Syllabus in various fields in architecture.
- 2.To give exposure to students for various joint workshops, joint Studios and exchange programs with other colleges to face challenges in the future.

##### **CONTEXT:**

The Institute emphasizes on Architectural Research for the students that involves developing knowledge with structured approach and Methodology. With the benefit of expert advice through panel's reviews and review committees, students can take advantage by applying their capabilities in the field of architecture.

##### **PRACTICE: Research Cell**

For the development and enhancement of staff and students knowledge on Research every alternate year institute takes initiative and motivates each staff to write a Research paper on their topic of interest. To get further knowledge on how to write a Research paper, Research Methodology, various research programmes are conducted at college level.

Along with the teachers, APCOA also felicitates and encourages students to do the research work and write their research papers on different topics. APCOA is committed to enabling and fostering an environment suitable for research endeavours. It does so by providing access to resources including both online and offline resources. Many journals, books and earlier published research papers are also

available in the college library for the students as a reference material. To study their research topic in depth further, colleges allow and encourage students to choose the same or related topics for the thesis work in the final year. College invites the experts as a guide for such particular topics for the valuable inputs and guidance so that the students can work in depth. This in depth thesis work will be useful for them in their further studies or in the architectural practice and for the society.

The institution has strengthened its academic and research collaborations consistently over the years which has resulted in cutting edge research and innovative outcomes in Architecture that are expected to contribute substantially in the architectural field in the society.

### **Challenges Encountered**

Students after completing 3 years of curriculum are opened to a research platform. Here the students are unaware about the literature, resources to the field of interest. Lack of one to one discussion which is supposed to be initiated from the students.

For experimental research work students require well equipped laboratories and related scientific tools.

Students are unaware about the available study material and research work done before. As architecture is a vast field students are confused with the interesting topics.

### **Evidence of Success**

College arranges the review for these research work of students and for this invites the expertise as a review committee who gives their suggestions and reviews about the research paper presented by the students. These research papers are then published in renowned journals such as UGC care, Scopus publications and NIASA. College also gives students the list of laboratories and resource persons as a reference for their research work.

## ***Best Practice 2: Course Committee***

### **OBJECTIVE:**

1. To upgrade teaching methodology through student feedback and to improve the academic as well as socio- personal performance of students.
2. To prepare and confirm the academic calendar for each semester with participation of teachers, parents and students.
3. To evaluate the performance of students with transparency and discussion with parents and teachers to inform defaulters in advance.

### **CONTEXT**

The course committee meeting creates a bridge between students, teachers and the principal improving and involving teaching methods. The college provides experimental teaching and learning philosophy

through multiple approaches.

The college focuses on practical application to enhance various skills. The Institute arranges various site visits, lectures, and hands-on experience workshops to provide exposure in the field of Architecture.

### **PRACTICE:**

Course Committee meetings – Every semester 3 course committee meetings take place. The meeting is conducted between the Principal, class teacher (first to Fifth year), Subject teacher and 2 student's representative. Following Points are discussed in every meeting

1. Organizing the classes.
2. Precise discussion on percentage of syllabus completion and lesson plans.
3. Site visits, guest lectures, workshop and scheduling of study tours Conducted for students.
4. Academic diaries, Students curriculum and extracurricular activities
5. Discussion on end-semester and in-semester exams.
6. Any other issues faced by the students related to academics in college.

Course committee identifies the defaulter students on the basis of their performance. And accordingly the committee plans for bridge courses and extra lectures, extra time for assignments etc. Course committee platform provides one to one discussion considering student's issues regarding academics. This platform helps teaching staff to improve teaching methodology and awareness of different teaching aids. The course committee meeting creates a bridge between students, teachers and principal for improving and involving teaching methods. Through Design cell the students get to explore various aspects, this is a requirement for better learning methods in design. College provides the experimental teaching and learning philosophy multiple approaches. College also focuses on practical application of the knowledge and skill transfer to students. Institutes have created various systems to transfer knowledge through site visits, lectures and hands-on experience of work. All these activities help for the overall development of the students.

### **Challenges Encountered**

Students are unaware about the syllabus and its contents as well as related books. Also time management is a crucial factor among the students. Due to lack of time management, students sometimes need help to reduce stress.

There are some group assignments in the architecture curriculum which are supposed to be completed and submitted in the group, but students struggle to adjust, distribute and contribute to the group work.

### **Evidence of Success**

Remedial lectures are arranged by the college for students which enhances their academic

performance. APCOA arranges counselling sessions for betterment of students' psychological health. This helps students to manage their work in time which in turn reduces their stress.

## 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:**

The Institute, 'Anantrao Pawar College of Architecture, Pune' (APCOA) comes under aegis of 'Akhil Bharatiya Maratha Shikshan Parishad' (ABMSP), an educational trust was founded by a team of renowned educationists and social reformers. It was established in 1907 with the objective of serving the downtrodden masses. ABMSP draws its inspiration from Mahatma Phule, Rajashri Shahu Maharaj, the Ruler of Kolhapur and Dr. Babasaheb Ambedkar who fought for economic, social and political justice and advocated empowerment of economically and socially disadvantaged section of the society. The motto of ABMSP is '*Bahujan Sukhay Bahujan Hitay*' which translates as '*for the happiness of the many, for the welfare of the many*'. Today ABMSP has 11 different institutes / activities under its umbrella. APCOA is one of the youngest institutes, started in the year 2014.

Being an Architectural standalone institute itself marks a distinctiveness for the institution. In line with **Minimum Standards of Architectural Education & Regulations 2020 of Council of Architecture (CoA) & Ministry of Education (MoE), New Delhi** & as per syllabus of **Savitribai Phule Pune University (SPPU)** & our institute APCOA is working for last 10 years. The students are not only exposed to academics (Curricular) but also upgraded in Co-curricular & Extracurricular activities with the inclusion of Skill Development and Hands-on experience with various interdisciplinary subjects from 1st to final (fifth) year leading to the degree of Bachelor of Architecture (B.Arch).

Architecture is called as the Mother of all arts & is also known to be a Noble profession. Keeping in mind the concurrent trends in the society and on professional front, we at APCOA enrich & train the students with different social & skill based activities to face the challenges with the following distinctive events conducted by the college.

1. **NSS unit of 100 students:** Our institute is the first architecture college in 'Savitribai Phule Pune University, Pune' region to start a National Service Scheme (NSS) unit of more than 100 students in the year 2019. Though not directly connected with Architecture the exercise of NSS every year imbues in the students the experiences of rural and urban trends, social aspects and weaves in them a kind of flexibility which in turn shapes their mind for architecture.
2. **Documentation work of Urban & Rural settlements** with active on site participation & documentation for 5 days carried out every year. This exposes the students to a variety of possibilities and make shift adjustments that can be adhered to, to achieve the end product in architecture, thus justifying that architecture is not limited to just building a few apartments or flats as per the prevalent general opinion.



3. **APCOA also guides students for further higher studies** and short term courses in India & overseas through the experiences of qualified senior staff. The alumni are also engaged for the activity to have a better connect between past and present students. The students are guided after their completion of the degree (UG) course for employment, higher studies and advice for set up of private practice.

4. **Unique Practices** – APCOA practices a few unique concepts 2 of which are listed below.

1. **Course Committee Meeting** – it's a meeting of the Principal, Academic Co-ordinator, Class Teacher and girls & boys representatives of the class held @ 3 a term (semester). This enables the students to voice their views, doubts and concerns to the faculty and management.

2. **Financial help to the faculty** – A 'Principal Fund' has been set up by contribution of all the working staff. This fund is allotted to needy faculty members by the permission of principal and one responsible staff.

Thus through these overall architectural and peri- architectural activities the raw student from the hinterlands and the semi urban areas is admitted to the programme of Architecture and churned into a potent social persona with a multifaceted exposure to urban, semi urban and rural set ups, ready to face the multiverse social settings and deliver the architectural essentials as per demand. Thus at APCOA we don't churn only book smart architects but the above loaded individual confident of taking up challenges. Thus lies the process of the institute within the framework taking a slightly different route and achieving the distinctive output as **ARCHITECTS!**

## 5. CONCLUSION

---

### Additional Information :

### Concluding Remarks :

Akhil Bhartiya Maratha Shikshan Parishad's, Anantrao Pawar College of Architecture was established in the year 2014 and offering Higher Education in professional field – Architecture, Interior Design, Food Processing & Quality Control & Animation and Film making. The motto of our trust is 'Bahujan Sukhay, Bahujan Hitay'. The vision of the institute is to provide holistic development of students through quality technical education and social needs, while the mission is to provide the same with the state of art infrastructure and with ethical practices & moral values to serve the society. This Teaching Learning environment will create concurrent society ready professionals.

In year 2023-24 we are completing 10 years of our journey with great achievements and better performance in Education, Research & Social Activities with the holistic development of the students & society.

We offer the prospective and creative platform to the students of other discipline under NEP 2020 for the coming years. We are emphasizing our best of faculty, laboratories, workshop and infrastructure for better achievement of higher growth in education with fulfilling the following objectives and criterions:

1. Curriculum and its various aspects through a holistic & cyclic system of feedback and evolution towards betterment,
2. Outcome based education through Teaching – Learning process,
3. Upgradation of Higher and professional education with the means of Research and Innovations,
4. State of art Infrastructure and concurrent learning resources,
5. Supporting the students to bring out the best of each of the student and their development,
6. Alignment of the higher management, leadership at the institute level and a transparent governance for improvised output,
7. Incorporating the best practices and creating an impeccable institutional value as time elapses.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification : 22 Answer After DVV Verification :13</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>146</td> <td>150</td> <td>170</td> <td>150</td> <td>94</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>146</td> <td>150</td> <td>170</td> <td>150</td> <td>94</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	146	150	170	150	94	2022-23	2021-22	2020-21	2019-20	2018-19	146	150	170	150	94
2022-23	2021-22	2020-21	2019-20	2018-19																	
146	150	170	150	94																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
146	150	170	150	94																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 36 Answer after DVV Verification: 36</p>																				
2.1.2	<p><b><i>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</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>12</td> <td>23</td> <td>09</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>12</td> <td>23</td> <td>09</td> <td>12</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	18	12	23	09	12	2022-23	2021-22	2020-21	2019-20	2018-19	18	12	23	09	12
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	12	23	09	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	12	23	09	12																	

18	12	20	09	12
----	----	----	----	----

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	20

Remark : Category admission not to exceed the earmarked one. Any excess admission to be considered as General Merit. Hence, the value updated for 2.1.2.1 .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	23	22	17	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	23	22	17	15

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	02	01	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	02	01	01

**3.1.1 Grants received from Government and non-governmental agencies for research projects /**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.7	0.35	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	0	0	00	00

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	05	12	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	1	2

**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****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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	12	03	04	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	12	03	04	05

**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.*

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	13	6	8	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	2	00

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.81	8.97	0.16	18.12	20.36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.80	8.97	0.16	18.12	20.36

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

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

Answer before DVV Verification : 32

Answer after DVV Verification: 26

Remark : As per the supporting document the value updated

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

2022-23	2021-22	2020-21	2019-20	2018-19
2.77	25.57	23.63	17.70	21.65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.77	25.5	23.63	17.70	21.65

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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
103	83	92	57	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
103	83	92	57	49

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
91	150	68	60	113

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
45	75	35	30	55

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

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**

3. Mechanisms for submission of online/offline students' grievances  
4. Timely redressal of the grievances through appropriate committees

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

- 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**

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*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	00	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	00	00	00	00

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	00	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	00	0	0

- 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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	00	00	00



Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	00	00	00

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	21	38	19	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	3	3	2

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

6.5.2 **Quality assurance initiatives of the institution include:**

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

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

Answer After DVV Verification: D. Any 1 of the above

Remark : As per the supporting document the value updated

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**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Value updated as per attachment

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 47</p> <p>Answer after DVV Verification : 38</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>20</td> <td>22</td> <td>16</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>20</td> <td>22</td> <td>16</td> <td>11</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	28	20	22	16	11	2022-23	2021-22	2020-21	2019-20	2018-19	26	20	22	16	11
2022-23	2021-22	2020-21	2019-20	2018-19																	
28	20	22	16	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
26	20	22	16	11																	