STRATEGIC PLAN 2020-2025

Curriculum Design and Development

1. Identify and develop value added courses in conjunction with the contents of the University curriculum such that students gain newer insights and acquire additional skills than prescribed in the University curriculum.

2. Develop add-on courses for students distinct from the University curriculum so that students gain knowledge in other fields or acquire extra-professional skills for developing their overall personality.

3. To effectively communicate feedbacks and inputs on the curriculum to the BoS and its Syllabus Committee through faculty who are members of both so as to update the new curriculum accordingly.

Learning beyond Curriculum

1. To identify opportunities and methods of learning beyond the prescribed curriculum

2. To use settlement studies, site visits, and study tours as effective modes of learning beyond the curriculum

3. To increase exposure of students to the professional practice for gaining practical insights.

4. To introduce multidisciplinary projects into studios and foster collaborations for the same.

Resource Mobilisation

1. To orient and train faculty to identify and propose ways of mobilising and using available resources more effectively.

2. To identify private and corporate donors to contribute to the development of the academic infrastructure at BNCA

3. To foster industry-academia partnerships to bring in human and material resources to college.

4. To effectively communicate the achievements of and opportunities at college to society at large so as to generate their interest and increase participation and support of various types.

Policies and Procedures

1. To review and refine existing policies of the college

2. To publish SoPs for various activities in college for their smooth and effective functioning

3. To identify areas where policy documents are needed and prepare these documents accordingly

4. To ensure the implementation of all stated policies and procedures

Green Initiatives

1. Ensure water conservation by using sensors, aerators etc.

2. Deploy use of motion sensors and daylight sensors for reduction in lighting energy

3. Regular plastic and e-waste drives to be conducted for collection and disposal with authorized vendors

4. Reduce use of disposable items like cups, plates etc. and encourage use of personal cups

5. Waste-water management to be undertaken with the help of Samstha

6. Apply for green certification and carry out measures to achieve the same.

HRD:

1. Strengthen faculty expertise by identifying key skill areas as well as knowledge gaps and facilitate training for the same

2. Prepare SWOC analysis of supporting staff and strengthen / enhance relevant skills through training

3. Support faculty for publication and conference participation

4. Identify experts from the profession and invite them as adjunct faculty or on advisory board of various programs

5. Identify required area of expertise and recruit appropriate faculty for the same

6. Encourage participation of faculty as well as supporting staff in various workshops, short term courses, development programs etc.

7. Provide opportunity to the faculty to contribute and engage in consultancy projects

ICT

1. Up gradation of desktops allotted for students and staff. Up gradation of laptops allotted for staff.

2. Augmentation of a server for the Learning Management System and other internal web applications.

3. Hosting our Library on KOHA software, which will be available for the students globally.

4. Development of the repository of digital content is a prime requirement for the students for learning, and which will also be hosted on premise using D-Space software.

5. Procuring the storage server to cater to web applications and its humungous data storage. The storage capacity would be 20TB.

6. Up gradation of internet and Wi-fi service. Procurement of high bandwidth leased line circuit. To upgrade the bandwidth to around 300Mbps.

7. Ensure the IT security for students, staff and faculty.

8. Ensure maintenance of IT infrastructure through maintenance policy

9. Enhance use of language lab.

10. Augmentation of architectural software

Physical Infrastructure

1. Augmentation of infrastructure in terms of laboratory development for facilitation of research

2. Effective combination of LMS and submission room for submission management

3. Development of smart classrooms and labs for effective use of technology in teaching learning processes

4. Readjustment of space allocation for prioritizing academic facilities.

5. Addition of spaces within campus for new courses, new activities and initiatives

Strategic Development Plan

Teaching – Learning

The experience of teaching and learning at BNCA revolves around three factors of Exposure, Practice, and Challenge. Exposure involves the various activities and experiences like site visits, study tours, lectures by professionals, and exposure to architecture through videos – books; to name the important ones. The component of practice is about the curricular transaction that happens in the classroom and studio. In Architecture, it means learning to design through practice of solving design problems that becomes progressively complex through the years. The component of challenge is many times subsumed in the idea of providing adequate practice.

Traditionally the institute has been more focused on exposure and Practice. However of late we have realised that challenge constitutes an important component of the teaching-learning environment. For us challenge is about enabling individual learning goals that are in the students proximal zone of development. We as faculty are engaged in discussions how this may be achieved in the day to day teaching learning through various subject domains.

Examination and Evaluation

There are two components in evaluation, namely Formative Evaluation and Summative Evaluation.

Summative Evaluation – This is end of the semester evaluation which is done as per the affiliating university norms.

Formative Evaluation – Formative evaluation allows us to avoid exclusive reliance on a high stakes end of semester evaluation. This allows students to have multiple chances for improving their performance. At BNCA formative evaluation is carried out in a constructive way (as focused and targeted feedback rather than just a number or a grade) which allows students to improve. The faculty are encouraged to formulate assessment rubrics in order to further clarify the competency expectations from a certain assignment.

Strategic plan for Research and Innovation:

1. Creating research culture by establishing BNCA Research Hub as an interactive platform as part of institutional strategy
2. Strengthening the Ph.D Center at the institute which is affiliated to Savitribai Phule Pune University by expanding and building the resources with the alumini and Ph.D guides
3. Facilitating research by providing guidance to young faculty/ novice researchers through research mentors on regular basis
4. Capacity building of the faculty and students by providing support and knowledge (of various technical aspects of research such as IPR, Plagiarism, various supporting tools and softwares) sharing through guest / expert lectures, seminars and training programs on research process , methodology, IPR, research publication, etc.
5. Encouraging and providing support for students and faculty to work on their research and publish the same through various interactive programs/ research work presentations at BNCA Research Hub.
6. Supporting faculty researchers by providing them financial assistance for presenting their papers at national and international conferences
7. Establishing Innovation Cell and exploring opportunities with respect to the field of Architecture and allied design and planning disciplines/ professions, in order to explore possibilities to work in collaboration with industries or professional firms or alike.
8. Exploring opportunities to extend research activity in architecture to community/ society and environment based concerns and participation through students (NSS) and faculty participation ,
9. Integrating research in architectural design studio
10. Collaborating with NGOs and other institutions for research

Strategic plan and deployment

1	ICT	• Up gradation of desktops allotted for students and staff. Up gradation of laptops allotted for staff.
		• Augmentation of a server for the Learning Management System and other internal web applications.
		• Hosting our Library on KOHA software, which will be available for the students globally.
		• Development of the repository of digital content is a prime requirement for the students for learning, and which will also be hosted on premise using D-Space software.
		• Procuring the storage server to cater to web applications and its humungous data storage. The storage capacity would be 20TB.
		• Up gradation of internet and Wi-fi service. Procurement of high bandwidth leased line circuit. To upgrade the bandwidth to around 300Mbps.
		• Ensure the IT security for students, staff and faculty.
		• Ensure maintenance of IT infrastructure through maintenance policy
		• Enhance use of language lab.
		• Augmentation of architectural software.
2	Physical Infrastructure	• Augmentation of infrastructure in terms of laboratory development for facilitation of research
		• Effective combination of LMS and submission room for submission management
		• Development of smart classrooms and labs for effective use of technology in teaching learning processes
		• Readjustment of space allocation for prioritizing academic facilities.
		• Addition of spaces within campus for new courses, new activities and initiatives
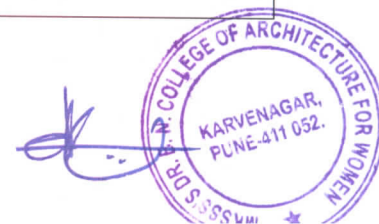
Strategic Development Plan for Library:

1) To enrich the Library in Architectural Resources and reference Collection, and facilitate users with knowledge resources.
2) Procuring high quality e- Journals and Databases in Architecture Discipline to facilitate PG and Research as college has Research Centre.
3) Library Automation is already at place, so developing an Institutional Repository using DSpace software is planned. The system web -OPAC is accessed by many students.
4) Promoting use of e- resource with remote access and developing Library usage is important. Library plans for various web based services for students benefit.
5) Reading Hall facility is to be increased and extended use of infrastructure is required.
6) Library plans to have institutional memberships.

Review of Norms for Contract and Visiting Faculty- Appointment and Salary
2020-21

BNCA HR Committee

Table of Contents

I. Definitions:

1. Contract Faculty

Faculty that is employed on an 11 month contract basis. A break of 1 month is given between the end of one contract and the beginning of the next. Usually, all contract faculty is continued from one academic year to the next with the 1 month break. Unfavourable reviews from students or peers or the Principal may result in discontinuation of the contract faculty member.

There are 2 types of Contract Faculty members:

Type 1: Full time contract faculty: Contract faculty who work full time i.e for all working hours across all working days of the week and share responsibilities like the core faculty are called Core Contract or Full-time Contract Faculty.

Type 2: Part-time Contract Faculty: Contract faculty who work only for certain hours and on certain working days of the week and do not share responsibilities other than academic responsibilities are called Part-time Contract Faculty

The total teaching faculty required by the college as well as the mandatory staff strength as per CoA, AICTE, SPPU, etc. includes both the above types of contract faculty.

2. Approval Track

Type 1: Permanent Approval Track: The system of seeking and acquiring permanent approval of the University for a post in the Roaster is called Permanent Approval Track.

Type 2: Adhoc Approval Track: The system of seeking and acquiring ad-hoc yearly approval of the University for a particular post is called Ad-hoc Approval Track.

II. Period of Engagement

1. Period of Engagement for Faculty on Permanent Approval Track:

For faculty selected in the permanent approval track for a certain post, an appointment with a probation period is given by the Samstha. After completion of the probation period, depending on the feedback from students, IQAC (with inputs from HoDs and peers), and Principal, the faculty member may be confirmed as a permanent employee of the Samstha as per Samstha's conditions of employment. If the feedback is not satisfactory or negative, the college may ask the Samstha to take appropriate decision as per applicable rules.

2. Period of Engagement of Contract Faculty:

a. All contract appointments are for a period of 11 months. This may change as per the schedule of the University term. At the end of the contract period, a break of one month is given before signing a new contract for the next year.

b. A contract faculty member is usually employed again as contract faculty for the next academic year depending on the feedback from students, IQAC (with inputs

from HoDs, and peers), and the Principal. A faculty member with an unfavourable feedback is not considered for a new contract.

III. Salary

1. Salary for Faculty on Permanent Approval Track:
a. Salary for faculty on the permanent approval track is decided according to previous experience, previous salary in a teaching position in another college, and the post on which selection is made.
b. A salary on scale as per the applicable Pay Commission in the Samstha is offered to all faculty on the permanent approval track including faculty on probation.

2. Salary for Faculty on Contract:
a. Contract faculty is of 3 types w.r.t salaries.
   i. Type A: Contract on consolidated salary (applicable to both full-time and part-time contract faculty)
   ii. Type B: Contract on consolidated salary till University interviews for ad-hoc positions and then converted to scale after selection (applicable to full-time contract faculty only)
   iii. Type C: Contract on scale (applicable to full time faculty only)

b. For Type A:
   i. Appointments are made on consolidated salary basis depending on full time or part time services, salary slips of earlier employment as faculty in other colleges, experience in the field as evaluated by the Principal, IQAC and BNCA HR committee.
   ii. For a first time entrant as faculty and where experience in the field is up to 5 years, a basic consolidated salary of Rs. 45000/- is offered. This is calculated on the basis of 24 lectures per week (i.e. full time) X Rs 450/- per lecture X 4 weeks and rounded off.
   iii. For first time entrants as faculty on part-time contract, consolidated salary is calculated as No. of lectures per week X Rate per lecture (as described in the clause about rates for visiting faculty) X 4 weeks and rounded off. The consolidated salary of part-time contract faculty may vary each year with the variation in lecture load assigned for that year. For expert/ allied or senior practitioners, a higher rate or consolidated figure as evaluated by the Principal may be offered.

c. For Type B:
   i. If a contract faculty is selected for ad-hoc approval by the University, the basic scale + AGP salary for the post that the faculty is selected for is offered till the end of the contract from the date of selection.
   ii. If the contract faculty is drawing a higher consolidated salary for the contract position than the basic scale salary of the post s/he is selected for, s/he will be offered the scale for that post the gross salary of which is nearest to his/her

consolidated salary. The AGP will remain in the first slab of AGP for that post.

d. For Type C:

Faculty of Type C is not recruited directly. It is a function of progression of full time faculty on contract.

IV. Increments

1. Increments for Faculty on Permanent Approval Track:
a. Increments for faculty on permanent approval track are decided by the Samstha.
b. The college will send a report about faculty who have completed a certain number of years/ have been selected on higher post/etc. to the Samstha for approval of applicable increments.

2. Increments for Faculty on Contract:
a. For Type A:

A contract faculty member remains on the same consolidated salary for 3 years before s/he becomes eligible for increment. An increment of 10% (or Rs 50/- in per hour rate for calculating consolidated salary of part-time contract faculty) on the consolidated salary is offered in the fourth year of employment with the college. This new salary remains constant for the next three years. A further increment of 10% (or Rs 50/- in per hour rate for calculating consolidated salary of part-time contract faculty) is offered in the 7th year and so on at an interval of every three years. This increment is not to be offered as a natural growth but shall depend on a review and recommendation by BNCA HR Committee, IQAC and Principal. Final decision will be taken by the Principal.

b. For Type B:
   i. A faculty member who is selected for ad-hoc approval by the University is offered the basic starting scale and AGP of that post as stated in III.2.c above. S/he remains on the same scale+ AGP for the subsequent two ad-hoc approvals. In the fourth year, if the faculty member is again selected ad-hoc for the same post, s/he is offered the immediate next increment as per the table in the Applicable Pay Commission without change in AGP. For the fifth and sixth year of ad-hoc selection, s/he is offered the next increments per selection as per the Applicable Pay Commission. In the seventh year of selection, s/he is converted to a scale based pay round the year without changing other terms of the contract appointment i.e the faculty is converted to the Type C as per III.2.a.iii above.
   ii. For faculty members whose salary on scale after selection on the ad-hoc approval track is calculated at par with their consolidated contract salary, the period for increments will be calculated from their first year of consolidated salary.

      iii.   In no case, the switch over to Type C faculty (i.e faculty on contract with salary as per scale) will happen before seven years of full-time service.

      iv.   Increment for visiting faculty will be

- Three pay bands are defined for the visiting faculty depending on the number of years of professional experience (counted from the date of CoA registration) as follows:
- Upto 5 years: Rs 400
- 6-14 years: Rs 450
- 15 yrs and above: Rs 500
- Rates will be revised after every 3 years (usually in the slab of Rs 50)

c. Type C:

Once a faculty is converted to salary on scale on contract basis, all increments given by the Samstha to Faculty on Permanent Track will be made applicable to them.

V.   Criteria for Selection/ Preference for Permanent post

A faculty member should have completed a minimum of 5 years of full-time service at BNCA. S/he should have the minimum number of adhoc approvals as stated below:

a. For Asst Prof: 3 adhoc approval years
b. For Associate Prof: min 8 approvals years
c. For Professor: min10 approval years
d. In addition to other criteria as per various authorities

VI.   Special Case

Any special case for increase in salary other than mentioned above to be discussed in the LMC by the Principal and decision taken accordingly.

VII.   BNCA HR Committee

Members

Dr Anurag Kashyap

Dr Sujata Karve

Dr Sharvey Dhongde

Prof Vaishali Anagal

Shri Amol Hinge

Smt Shilpa Pathak

Smt Mrudulagauri Joshi

Inivitees

Shri Suraj Dawale

Smt Trupti Dongre

Teachers' initiatives for smooth running of online teaching and learning since lockdown period.

Prof. Vaishali Anagal delivered a 25 mins presentation regarding teachers' initiatives at BNCA for smooth running of online teaching and learning since lockdown period. Following were the salient points in her talk.

1. After the Institution decided to run the college on online platform, all the teachers quickly adapted to the new means of online teaching. The lockdown started towards the end of the academic term and most of the teachers had completed the syllabus through face to face mode of teaching before lockdown. For the few subjects where some part of teaching was still remaining, lectures were conducted on zoom or google meet. The big task was assessment of pre-final and final submissions and guiding the students online for otherwise majorly interactive course. Since LMS platform was already set up by Mr. Umesh Chavan, IT head; it eased submission management to a great extent. Professors switched to LMS the next day and guided students through LMS, emails and at times over phone calls. The online guidance engaged professors much more than physical mode of teaching.

2. Online guidance, submission assessment continued till 1st week of May when the final marks of 1st to 4th year students were uploaded on SPPU portal. Even guidance to thesis students extended much beyond regular term end. Till the May beginning, it was pretty much clear that there is need to begin the new semester in online mode. This was a new challenge to run the entire semester on online platform effectively for a highly interactive course like architecture and keep the students engaged successfully. This necessitated a search for various e-platforms for effective teaching and learning, and for submission management and assessment. An already existing platform of LMS resolved the issue of submission management and assessment. A team of teachers explored various e-platforms, their strengths and weaknesses, their effectiveness for conducting a professional course like architecture and off course the cost involved. There were continuous meetings conducted to discuss the issues related with e-platforms. After the decision was taken to conduct the regular classes on teams and guest lectures, some common lectures on zoom; a series of technical training sessions were conducted by Prof. Chetan Sahasrabudhe and Mr. Umesh Chavan to equip the teachers including core, core contract and visiting faculty for online teaching.

   While these technical training sessions were going on at one end, the subject wise training sessions were being conducted by Prof. Sharvey Dhongde and Prof. Chetan Sahasrabudhe for each subject at the other end to train the faculty on how to deliver the content of each subject in online mode effectively, how to create MCQs, long assignments, how to prepare session plans for online sessions and how to keep students engaged during online sessions. All the core, contract core and visiting attended the training sessions and prepared Architectural design briefs and session plans of all subjects as a part of preparation of new semester.

3. Meanwhile, preparation of timetable, faculty allocation for all the subjects was done by academic coordinator Dr. Sharvey Dhongde and B. Arch HODs namely prof. Abhay Pawar, Prof. Dhruv Chandwania, Prof. Prof. Prakash Joshi and Prof. Sanjeevani Pendse worked on the calculation of lecture loads for salary purpose. Similar exercise was done at M. Arch departments by Dr. Sujata Karve, Dr. Swati Sahasrabudhe and Prof. Dhanashri Sardeshpande. Sanction of CDC was sought with respect to appointments of contract faculty and visiting faculty. However, there were continuous meetings between Principal Dr. Kashyap, IQAC and HODs of all departments regarding the status of fees and likely financial status of the institute for upcoming academic year.

4. Various strategies were discussed to increase the response of parents to admission process and payment of fees. As one of the parts of these strategies and to build the confidence of parents and students in online teaching and learning, a '30 days lecture series' was organised. Teachers engaged the students throughout the vacation period in this lecture series where topics based on the expertise of faculty members and topics beyond the routine curriculum were purposely chosen to deliver the sessions under this series. Teachers took commendable efforts to select the topics that can interest the students and engage them daily. This series was very well attended by the students. It helped in building the confidence of the teachers, students and parents in the new format of teaching and learning.

5. Till the June end, the status of fees collection was gradually increasing, but was not very encouraging. It was clear to a certain extent that it would affect salary of all the staff members in the institute. The status of First year admissions was still uncertain. Therefore, after rounds of meetings between Dr. Kashyap, IQAC and HODs, the decision of faculty reallocation was taken. It took huge amounts of efforts to reallocate the faculty where first year core faculty members substituted some of core contract faculty members. The decision was taken to run the college with the help of core faculty and full-time contract faculty itself. Prof. Sharvey Dhongde, Prof. Sujata Karve and Prof. Vaishali Anagal conducted meetings for finalizing revised faculty list (as a temporary arrangement) in the light of AICTE and COA norms.

   The appointments of full -time contract faculty were deferred by 15 days; those of part time core contract faculty were deferred by 2 months and those of visiting faculty were deferred till the commencement of first year. Core and full-time faculty committed to take extra lecture loads to substitute the lecture loads of part time contract faculty and visiting faculty which led to huge saving of around 25,00,000/month. Prof. Sharvey Dhongde and Prof. Vaishali Anagal took efforts to personally talk to contract and visiting faculty to convey this temporary decision and take these faculty members into confidence since all these faculty members have a long- term association with the institute. These contract and visiting faculty members could understand the situation and gracefully accepted the fact that their appointments are deferred by a certain period and some of them actually extended their help to continue their contribution in the academics without any remuneration in these difficult times. The relationship between the institute, principal and faculty members and also, the personal rapport among faculty members was valued more than any monetary returns in such difficult times.

6. Although the faculty was overwhelmingly busy with coping up with the changing mode of teaching, the co-curricular activities which is a unique point that distinguishes BNCA apart

from other institutes never got stalled in this period. Faculty worked on various international joint studios during this period. One of these joint program is initiated by Prof. Shruti Joshi which is currently on-going, and another international studio coordinated by prof. Swati Sahastrabuddhe will be conducted soon in the month of October. Environmental Architecture department conducted a training program on 'designing a solar system for homes' for SY B. Arch and M. arch students for 140 students in collaboration with Energy Swaraj Foundation. BNCA became the partner Institute with Energy Swaraj Foundation and logo of BNCA was published on the certificates as well as on the website of Energy Swaraj Foundation. Similar such activities were conducted by UG and PG depts. These activities were conducted without any expenses. BNCA's prestigious Charles Correa lecture series was also conducted successfully with minimal expenses. Some of the Guest lectures at UG level were conducted by requesting the guests to conduct their sessions on honorary basis. All the UG and PG departments are taking extraordinary efforts to conduct these joints studios, competitions, training programs and guest lectures on 'no' or 'minimal' expenses.

7. Admission process and payment of fees is a domain of administration in any educational institute. This year, the admission process and payment of fees was affected to a great extent due to pandemic situation. Here as well, faculty members strengthened the hands of office in accelerating collection of fees. All the B. Arch and M. Arch HODs with their class teachers conducted online meetings with each of the class under their section, counselled and assured the students about BNCA's preparedness of online teaching, appealed them to pay the fees, tried to understand the problems of students regarding payment of fees and eased their problems with personal counselling. The data regarding full/partial payment of fees, need of instalments etc was fed back to the administration and accounts dept by Class teachers and HODs.

8. Faculty members have really gone out of the way and beyond their comfort zones to make the online teaching- learning successful within the limited resources and they have made noteworthy efforts to ensure the admissions and secure collection of fees.

9. At one end, there were training sessions conducted for e-platforms for teaching, submissions managements. While at the other end, there were explorations going on for e-platform for maintaining work from home data of faculty members since it was challenging to collect the WFH data of faculty through emails. Prof. Vaishali Anagal conducted rounds of meetings with B. Arch and M. Arch faculty members to develop a system for maintaining WFH data of faculty members. After a lot of explorations, discussions through rounds of online meetings, 'Clockify' app was selected to maintain WFH data of faculty members. The app was linked to faculty's BNCA email ID. A training session was conducted to train the faculty for the use of app.

10. CTs created classes, courses on LMS for submission management and created subject channels on teams to conduct online classes. All the technical requirements of running online classes increased the workload of teachers to a great extent. Prof. Umesh Chavan contributed immensely during this period to set up these online platforms.

11. A record of students' attendance for online classes indicate that 95-98% students are attending the online classes. The students' feedback is also very encouraging, and they are able to acknowledge efforts taken by their teachers to make the online learning interesting and effective.