



Yearly Status Report - 2018-2019

Part A

Data of the Institution

Part A	
Data of the Institution	
1. Name of the Institution	MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S DR. BHANUBEN NANAVATI COLLEGE OF ARCHITECTURE FOR WOMEN
Name of the head of the Institution	Anurag Madhusudan Kashyap
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	020-25474062
Mobile no.	9921698469
Registered Email	mail@bnca.ac.in
Alternate Email	meera.shirolkar@gmail.com
Address	Dr. B N College of Architecture for Women MKSSS Campus, Karvenagar Pune 411052
City/Town	PUNE
State/UT	Maharashtra

Pincode	411052																		
2. Institutional Status																			
Affiliated / Constituent	Affiliated																		
Type of Institution	Women																		
Location	Urban																		
Financial Status	Self financed																		
Name of the IQAC co-ordinator/Director	Dr. Sharvey Dhongde																		
Phone no/Alternate Phone no.	02025474062																		
Mobile no.	9850509765																		
Registered Email	sharvey.dhongde@bnca.ac.in																		
Alternate Email	sharveyd@gmail.com																		
3. Website Address																			
Web-link of the AQAR: (Previous Academic Year)	https://www.bnca.ac.in/naac/ssr/																		
4. Whether Academic Calendar prepared during the year	Yes																		
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.bnca.ac.in/academics/academic-calendar/																		
5. Accrediation Details																			
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B</td> <td>2.38</td> <td>2019</td> <td>01-Mar-2019</td> <td>31-Mar-2024</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	B	2.38	2019	01-Mar-2019	31-Mar-2024
Cycle	Grade	CGPA	Year of Accrediation	Validity															
				Period From	Period To														
1	B	2.38	2019	01-Mar-2019	31-Mar-2024														
6. Date of Establishment of IQAC	28-May-2018																		
7. Internal Quality Assurance System																			
Quality initiatives by IQAC during the year for promoting quality culture																			
Item /Title of the quality initiative by IQAC	Date & Duration			Number of participants/ beneficiaries															

'My Card' System	01-Jun-2018 300	800
Choice-based Design Studio	01-Dec-2018 120	160
Publication of Semester	01-Dec-2018 120	800
Communication of progressive marks and displaying final internal marks	01-Dec-2018 120	800
Teacher Training Workshop	04-Jun-2018 7	30
Feedback about choice based system	28-Dec-2018 7	480
Feedback about teachers	04-Feb-2019 7	480
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

1. Developed a system to incentivise students for participating in out of the -class learning activities Developed a system and offered choice based design

studio for all students from II to IV year B.Arch (Implemented as a pilot study for Fourth year design studio). 2. Coordinated with all faculty members to plan the academic program of the entire semester and publish it at the beginning of the semester. 3. Established a system of communication with parents of defaulting students, designating an open day for parents, and display of final internal marks of all students. 4. Conducted a teachers' training workshop based on Bloom's taxonomy at the beginning of the academic year 5. Established a feedback system and successfully implemented it for student's feedback.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achievements/Outcomes
Consolidate and categorise existing outofclass learning activities, set bench mark for each student's participation in these across the semester, maintain record per student, incentivise student with marks	More participation from students in outofclass learning activities, marks acted as incentive to achieve the benchmark thereby ensuring participation in a varied array of activities.
Ask each group of design studio teachers to identify distinct projects with distinct objectives and teaching methods. Teachers present their studio plan to students. Students opt for the studio they feel interested in. The same process is repeated every semester such that students can change from one team to the other.	Students could make a choice based on various considerations rather than being assigned a teachers team and project. Their enthusiasm and response in class and outcome significantly improved.
Hold a week long co-ordination activity to put on calendar all the class assignments, out-of-class activities, remove overlaps, and ensure a smooth work-flow for students.	A well-planned semester that largely adhered to the published schedule thereby reducing unplanned work and overload of assignments for students. It also ensured better participation in out-of-class activities.
Instructing all teachers to identify and communicate performance defaulters by mid-semester. Communicating this performance through mail to the parents of such students. Collating the final internal marks of all subjects for each student and displaying them in the college in common areas.	No complaints about making from students. Students could improve on their performance before the external marking.
Plan and conduct a teachers' training workshop at the beginning of the academic year. Work shop to focus on understanding Bloom's taxonomy, creation of session plans, and introduction to assessment rubrics.	Mixed response to implementation of the learning from the workshop. Some teachers prepared session plans, some tried. But teachers could plan the assignments for the entire semester beforehand so as to aid Action Plan No.3.
A feedback on the choice based studio system taken on a hard-copy form. To	The feedback on the choice based system indicated that students were making a

develop an elaborate teacher's feedback and encourage maximum students to fill it. To gain insight into what was happening in class through the analysis of these feedbacks.	choice based on correct parameters. The teacher feedback provided insights into strengths and weaknesses of faculty members. This was communicated to each individual and self-action was expected.
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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
BNCA College Development Committee	18-Feb-2021

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2019

Date of Submission

29-Jan-2019

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

BNCA uses a MIS solution provided by Cloudvision next. The modules being used are as follows Students, employee, Leave Management, Event Management, Timetable Management, Fees Management, Certificate Management and Academics module (with submodules of Session plan, attendance and document sharing)

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Before beginning of the academic year Course syllabus and Schedule are prepared and published on LMS with important milestones. All faculty are also requested to prepare an outcomes map and share with students at the beginning of the new semester. The session plans try and incorporate multiple learning styles in the session delivery. Encouraging active learning through group activities, flipped classroom and use multiple learning resources. During the semester faculty are encouraged to have weekly or fortnightly feedback from students so that the gaps in learning, changes to classroom environment, teacher and peer behavior

can be understood from the learner's perspective. Assessment of formative and summative types is done for all the subjects. Teachers take all efforts to make assessment transparent. We consider sharing assessment criteria with the students as a powerful practice to achieve fair assessment. The semester session plans are designed to incorporate some flexible sessions that allow taking review of the semester and if need be, to revisit the content already covered in the classroom sessions. Work done by good students is maintained by the faculty for record as well as to share with the next batches as a benchmark to achieve. Having said that, we do not believe in absolute standards of achievement but rather understand achievement also as an individual effort. In order to strike a balance between benchmark-based assessment and understanding learning as an individual journey we are trying to implement goal-based assessment into our assessment rubrics.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Garden Design and Development	Nil	16/07/2018	9	Nil	Knowledge and skill building
Introduction to Landscape Practices	Nil	01/09/2018	10	Employability	Nil
Envi met - sustainable urban design software tool.	Nil	25/02/2019	4	Nil	Software learning

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NIL	Nil
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BArch	Design IV - 2201526	10/12/2018
BArch	Design Vi - 3201544	10/12/2018
BArch	Design VIII - 401562	10/12/2018
BArch	Elective I - 3201553	10/12/2018
BArch	Elective III - 4201569	10/12/2018

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	109	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Sadhana for students	13/06/2018	Nil
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BArch	Practical Training in an Architectural Firm	160
MArch	Professional Training (Landscape Architecture)	20
MArch	Professional Training (Digital Architecture)	20
MArch	Professional Training (Environmental Architecture))	20
BArch	UNAI project - Floatable Emergency shelter design at Novisad University Serbia	5
No file uploaded.		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	No
Employers	No
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>The feedback is collected from students about the teaching learning qualities with reference to each and every teacher. The feedback is discussed with each of the faculty by the IQAC members and the respective HODs. The teachers are congratulated for the good practices as evidenced through student feedback. At the same time the critical comments are openly discussed. Many times they include things such as lack of clarity in classroom delivery, scheduling, assignment expectations and such. The committee suggest remedial action to the teacher with reference to these. In exceptional cases where the feedback indicates insensitive commenting in the classroom, the claims are verified from other sources such as colleagues and the teacher himself/herself. If the negative feedback is found to be valid, the teachers are told to avoid such behaviour or face disciplinary action. The institute has a policy of recognising good practices not only in the IQAC but also on the larger institutional platform.</p>

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BArch	Architecture	160	160	160
MArch	Environmental Architecture	20	20	20
MArch	Landscape Architecture	20	20	20
MArch	Digital Architecture	20	16	16

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	795	112	65	8	10

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
72	72	9	35	35	12

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Student Mentoring Program at BNCA Objectives of the Student mentoring system • To help fresh students in handling the transition from school education to a professional course • To counsel slow learners and advanced learners to direct them to appropriate resources for their needs • To help students with other problems related to academic life on and off the campus. • To communicate larger concerns to the concerned authorities At the beginning of every academic year mentors who are also teachers, are allotted mentee students. The Mentor – Mentee group meeting are encouraged by the institute and a certain time is set aside for it in the annual academic calendar. They are expected to meet at least two times in a semester. The responsibility of the mentor extends to all five years of the students presence in the institute. The duties of the mentor teacher include • Filling, maintaining and regularly updating a student profile file • Identifying strengths and weaknesses in all relevant fields of the student mentees. • Identifying hobbies and areas of their interests. • Guide and motivate to improve their academic performance. • Know their academic needs and guide them accordingly • Taking regular feedback for identifying needs of mentees and approaches and behaviours required of the mentor

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
907	72	1:13

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
72	72	0	52	10

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Kavita Murugkar	Assistant Professor	AVISHKAR AWARD 2018 (second prize)Avishkar 13th Maharashtra State Inter-University Research Convention, 15-18 Jan 2019. Teachers Category under Humanities, Languages and Fine Arts
2018	Aniruddha Kolhatkar	Associate Professor	Citation of Appreciation by IIA (Teachers Day award)
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BArch	Nill	FY	01/01/2019	23/01/2019
BArch	Nill	SY, TY, FourthY	12/12/2018	23/01/2019
BArch	Nill	Final Year	12/12/2018	23/01/2019
BArch	Nill	FY	20/05/2019	28/06/2019
BArch	Nill	SY, TY, FourthY	20/05/2019	28/06/2019
BArch	Nill	Final Year	20/05/2019	07/05/2019
MArch	Env, Land, Digi	Sem I, III	20/12/2018	24/01/2019
MArch	Env, Land, Digi	Sem II, IV	01/05/2019	07/10/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

By its very nature the curriculum of architecture relies more on formative assessment rather than summative assessment. Most of the credits come from studio work for the subjects of Design and Construction. Students produce a portfolio of their work which is continuously assessed and then verified at the end of the semester by an external examiner along with internal faculty. Such being the case, continuous internal evaluation is central to the pedagogy of Architectural education. At BNCA we have been focusing on shared assessment rubrics, transparent and constructive assessment, and opportunity for students to improve evaluation before facing the external exam for final summative evaluation. Keeping this mind the following are the areas of development of our continuous evaluation system. 1. Assessment rubric that are tied to the learning outcomes and are shared transparently with the students at the beginning of the semester 2. Feedback which is immediate and constructive rather than just as marks or a grade. 3. Scheduling periodic assessment and re assessment throughout the semester to provide opportunities to students for bettering their performance.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The University declares the term starting and closing dates for the commencement of the academic year, through its website www.unipune.ac.in. It also declares the academic calendar of the semester exams i.e sessional, Viva-Voce and Written examination dates scheduled for the academic year. For each academic year the concerned class teacher along with each subject teacher prepares a teaching plan which is in accordance with the academic calendar. The teaching plan invariably includes the submission schedule which is followed by as internal assessment. This schedule is displayed on Cloud ERP. Clashes in date and time related to submissions are sorted out in consultation with the student representatives. The schedule is put up on the LMS and displayed in hard format by each subject teacher in their respective classrooms. Many submissions are accepted on the LMS for a given time window. These helps in following the academic schedule. The students are kept well informed about their evaluation status from time to time. The CIE of various subjects is scheduled keeping the balance between internal logic of teaching a particular subject and the academic calendar set by the University.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.bnca.ac.in/academics/bachelor-in-architecture/programme-outcomes/>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
Nill	BArch	Architecture	166	140	84.33
Nill	MArch	Environmental Architecture	23	17	73.91
Nill	MArch	Landscape Architecture	22	17	77.27

Nil	March	Digital Architecture	18	12	66.66
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://www.bnca.ac.in/wp-content/uploads/2022/07/Students-feedback-18-19.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Industry sponsored Projects	150	Garware Wall ropes Ltd (Garware Technical Fibres Ltd)	3	3
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
A tribute to Charles Correa	Department of Architecture	10/09/2018
Slow Learning	Department of Architecture	11/01/2019
Training Programme for ECBC	Department of Environmental Architecture	26/07/2018
Connecting to Profession - Combination of Structural Systems and Design of Temple	Department of Architecture	13/07/2018
What can we learn from the Building Technology of China	Department of Architecture	20/07/2018
Design and its importance in Cinema, Fashion and Smart Experiences	Department of Architecture	31/08/2018
Urban lab Pune - Workshop in collaboration with Indo-German Smart Initiatives network	Department of Environmental Architecture	27/06/2018
Street space characteristics wrt Pedestrian user	Department of Architecture	02/06/2018

Research in Architecture	Department of Architecture	09/06/2018
GIS model for Development Plan	Department of Architecture	07/07/2018
Planning the research and framing the research topic	Department of Architecture	14/07/2018
Research Theories and social parameters	Department of Architecture	28/07/2018

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Adaptable moulds Parametrically controlled flexible moulds for casting nonlinear panels in construction industry	Ar.Nigar Arif Khan	PCERF- B. G. Shirke Vidyarthi Awards 2019	16/02/2019	PG Research and Thesis
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NA	Nil	Nil	Nil	Nil	Nil
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
10000	20000	50000

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
BNCA Research centre	5

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
Nil	NA	Nil	Nil
No file uploaded.			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
M. Architecture (Environmental Architecture)	7

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Evaluating Rooftop Solar Photo - Voltaic Potential of Existing High Rise Residential Buildings in Pune	Sonali Indalkar, Prajakta Dalal Kulkarni , Sujata Karve, Namrata Dhamankar	i-managers Journal on Power Systems Engineering (JPS)	2019	Nil	Dr. B N College of Architecture	Nil
Analyzing Role of Construction and Demolition Waste in GFRG EPS Paneling Rapid Walling Technology	Prajakta Dalal-Kulkarni Dr. Vasudha Gokhale	International Journal of Architecture, Engineering and Construction	2019	Nil	Dr. B N College of Architecture	Nil
OPEN SPACES IN THE NEIGHBORHOOD AND ITS EFFECT ON THE ACTIVITIES OF THE USERS	Madhura Rasane, Sujata Karve	International Journal of Architecture	2019	Nil	Dr. B N College of Architecture	Nil
ASSESSMENT OF BUILDING ENVELOPE MATERIAL FOR EMBODIED ENERGY TO REDUCE GLOBAL WARMING	Sayali Kulkarni, Sujata Karve, Prajakta Kulkarni	International Journal of Research and Analytical Reviews (IJRAR)	2019	Nil	Dr. B N College of Architecture	Nil

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NA	Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	5	1	Nil	1
Resource persons	Nil	5	1	Nil
View File				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Republic Day	Student Council - MKSSS	2	200
Blood Donation Camp	Student Council - Jankalyan Blood Bank	2	157
Independance Day programme	Student Council - MKSSS	2	250
International Yoga Day	Student Council - MKSSS	2	350
Tactile Guiding path Training Workshop on Occasion of White Cane Day	Student Council - UDC	5	80
Origami Workshop for Blind Students on Occasion of World Disability Day	Student Council - UDC	5	80
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students
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			Benefited
NA	Nil	Nil	Nil
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
NA	Nil	Nil	Nil	Nil
No file uploaded.				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
STUDENT EXCHANGE PROGRAM with ROME University of Fine Arts (RUFA)	0	Tuition fee waiver, Assistance on request	Nil
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
STUDENT EXCHANGE PROGRAM	Student Exchange	ROME University of Fine Arts (RUFA) Contact name GIULIA Mencarelli Ufficio Erasmus erasmus@unirufa.it	01/01/2018	Nil	0
students enroll for online lecture series course.	Lecture Series	Glass Academy Foundation	01/01/2018	Nil	20
MOU with MEDA (Maharashtra Electricity Development Agency) for	MOU	Maharashtra Energy Development Agency (MEDA)	01/01/2018	31/12/2019	varies

conducting 1, 2 and 3 days training and capacity building programs on Energy Conservation Building Code (ECBC)					
MOU with BVCOA Khargar for conducting joint workshop in the area of Urban Design for B. Arch students of partnering institute.	MOU	Bharati Vidyapeeth College Of Architecture, Khargar	01/01/2019	Nil	60
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
ROME University of Fine Arts (RUFA)	01/01/2018	STUDENT EXCHANGE PROGRAM	0
Glass Academy	01/01/2018	students enroll for online lecture series course	20
Maharashtra Energy Development Agency (MEDA)	01/01/2018	conducting 1, 2 and 3 days training and capacity building programs on Energy Conservation Building Code (ECBC)	300
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
20469523	12176327

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
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Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Laboratories	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Existing
Video Centre	Existing
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
SLIM 21	Fully	3.4.029143	2014

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	10589	12027000	565	976000	11154	13003000
Reference Books	4423	1770000	247	420000	4670	2190000
e-Books	50	56000	0	0	50	56000
Journals	29	216276	0	0	29	216276
e-Journals	11	137724	0	0	11	137724
CD & Video	2012	100600	228	11400	2240	112000
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module	Date of launching e-
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		is developed	content
NA	Nil	Nil	Nil
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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	352	1	352	1	1	1	4	50	0
Added	74	0	74	0	0	0	0	0	0
Total	426	1	426	1	1	1	4	50	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
SMART	https://maharshikarve.ac.in/mass-communication-media-studies/

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
4199633	4092746	18864615	19860120

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The central campus in Karvenagar has several units (institutes) where the Samstha centrally controls building maintenance, garden maintenance and housekeeping (cleaning), and maintenance of equipment. Plumbers, electricians, and construction labor are recruited from known agencies as and when required.

- The institute has been allocated 9 outsourced housekeeping personnel who work from 8 am to 5 pm, 6 days a week.
- The fixed/movable infrastructural equipments are monitored and maintained.
- Required steps are taken for location, upkeep, and maintenance of sensitive equipment (voltage fluctuations, constant supply of water, etc.)
- The sanctioned load by the electricity provider to the institute is 753 kVA. In addition, the Samstha has its own transformer of capacity 1130 kVA. The institute also has 3 diesel generators with a backup capacity of 820 kVA.
- For uninterrupted power supply the institution has installed 18 UP systems with a total capacity of 102.5kVA
- For drinking water, the institute is provided with 6 filtered water dispensers at different locations. There is a centralized surveillance system having 137 CCTV Cameras in place.
- The institute is equipped with powder fire extinguishers and CO2 fire extinguishers installed at strategic locations for emergency

firefighting monitored by Vastu Vyastha Vibhag MKSSS. • For facilitation of internal and external communication the building is equipped with a Telecom System with single or multiple terminals. Physical Cleaning 1.Toilets, Common area, Classrooms, and staff rooms are maintained by appointed regular and contract staff. The cleaning and maintenance work supervise by an appointed sanitary inspector and supervisor. 2.Classrooms and Staffrooms - a group of 4 contract person clean classroom and staff room twice a Day. Appointed peon work for maintenance. Each staff room is assigned with one peon. 3.Cleaning of water coolers: - every floor has a water cooler, which is cleaned and maintained by two peons once a week and supervised by the assigned staff. 4.Water purifies maintenance: -is done by the hired agency and cleaned once in three months duly reported to the assigned staff. 5.Electrical Maintenance: -it is regularly done by assigned staff. 6.Lift services and maintenance: - the college has two lifts for maintenance of which an annual contract has been given to IEC LIFTS. The agency looks after the maintenance and it is done on monthly and call basis. 7.Property Insurance: - Theft, burglary, fire etc., an annual insurance policy is resumed by New India Insurance Company, the insurance policy is termed on all the property and can be claimed in case of any disasters. 8.Security guards: -For parking and traffic management and safety, security agency appointed by the samstha (Vastu Vyavstha Vibhag). 9.Gardener: - Gardner has been appointed by Vastu Vyavstha Vibhag MKSSS to look after the landscape. 10.Furniture Maintenance: - A contractor or agency is hired for repair or maintenance work in need basis. 11.Plumbing and fittings: - The maintenance is done by, Vastu Vyavstha Vibhag MKSSS.

<https://www.bnca.ac.in/wp-content/uploads/2022/07/Maintenance-and-Cleanliness-Policy.pdf>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	9 Schemes	17	50864
Financial Support from Other Sources			
a) National	12 Schemes - List Attached	257	22867916
b) International	Nil	Nil	Nil
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Life Skills Workshop	23/07/2018	160	MKSSS
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive	Number of benefited students by career	Number of students who have passed in the comp. exam	Number of students placed

		examination	counseling activities		
Nil	NA	Nil	Nil	Nil	Nil
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NA	Nil	Nil	Nil	Nil	Nil
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2018	1	B. Arch.	Architecture	C.E.P.T. UNIVERSITY/ EXCHANGE; SEMESTER - TURKEY	INTERNATIONAL MASTERS IN INTERIOR ARCHITECTURE AND DESIGN
2018	1	B Arch.	Architecture	KAMLA RAHEJA COLLEGE OF A RCHITECTURE, MUMBAI	M. Arch (Urban Design))
2018	1	B Arch.	Architecture	KAMLA RAHEJA COLLEGE OF A RCHITECTURE, MUMBAI	M. Arch (Urban Conse rvation)
2018	1	B Arch.	Architecture	LATE BALIRAM HIRAY COLLEGE OF ARCHITECTURE BANDRA (E) , MUMBAI	M. Arch (Project Management)
2018	4	B Arch.	Architecture	Dr. B N College of Architecture	M.Arch (En vironmental Architecture)
2018	1	B Arch.		Dr. B N	M.Arch

			Architecture	College of Architecture	(Landscape Architecture)
2018	2	B Arch.	Architecture	Dr. B N College of Architecture	M.Arch (Digital Architecture)
2018	1	B. Arch.	Architecture	MANCHESTER SCHOOL OF ARCHITECTURE, UNIVERSITY OF MANCHESTER	MA - ARCHITECTURE AND URBANISM
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	6
CAT	3
GRE	1
TOFEL	1
Any Other	3
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
No Data Entered/Not Applicable !!!		
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5.3 – Student Participation and Activities

5.3.1 – 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	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nil	NA	Nil	Nil	Nil	Nil	Nil
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

BNCA believes in the philosophy of 'Life is larger than Architecture' and thus the well-being of the student and her holistic development has been our focus since the inception of the institute. We therefore set up a Student Welfare Cell (SWC) at BNCA with an intention to address the overall development of each of our students. Students and their campus life is at the centre of all concerns at BNCA and we try and provide them equal opportunities in Academic, Administrative and Extra Curricular activities. The SWC elects the Student Council of the current Academic Year. All divisions have their respective portfolio heads elected. This Student council has its own set of Agenda's for the whole year (these are laid by the SWC). Students from all backgrounds are allowed to contest for the posts of the Students Council. The Student Council is bounded by the decisions given by Student Welfare Officers over any matter

of concern or dispute. The Students are given equal say while organizing activities at college. The Student council arranges the entire Culturals (Annual Socials) Event taking responsibility of dealing with the vendors, managing budget, setting up the whole event and conducting it. Over 800 students participate in this 05 Day event with Alumni Members called as Jurors for some competitions. Apart from the Culturals, the Students organize/host competitions, debates, Blood Donation camps, Teacher's Day programs etc. The Students also help organize the Jury Weeks in each Semester. Students of younger classes serve as Volunteers and help host various Lecture Series on History, Nature and Culture, Live on Katta Sessions etc. We also had a University Representative on our College Development Committee for 2018-19, where in the Student represents the Student delegates over matters of academic or administrative concerns at college level and also at the SPPU level.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

176

5.4.3 – Alumni contribution during the year (in Rupees) :

39000

5.4.4 – Meetings/activities organized by Alumni Association :

1. Alumni meet - Foundation day Gala dinner for Alumni-8th August 2018
2. Alumni Publications/ newsletters - August 18 -Vol 10, Dec 18-Vol 11

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Practice 1: Faculty Portfolio System In addition to regular syllabus teaching, the college faculty undertakes many activities- both co-curricular and extra-curricular. They also shoulder a fair share of academic-administrative responsibilities. To ensure that all such activities are efficiently carried out and ensure maximum reach, the responsibilities are decentralized and distributed within all faculty members of the college. Thus, each faculty member, in addition to the teaching responsibility, is given a Portfolio that consists of a range of additional roles that the faculty has to play in the running of the college. The Portfolios may be categorized into three types as per time commitment required by the work specified in the portfolio: Full Time Portfolio, Assistance Portfolio, and Incidental Portfolio. Few examples of Full time Portfolios: Academic Co-ordination, Head of a Division, Alumni Cell, International Cell, Publications, Faculty Research Development, Outreach and Publicity, Student Welfare, Think Tank (prior to IQAC formation). These portfolios are usually allotted to senior faculty members. Few examples of Assistance Portfolios: Class Coordinator, Library Development, Study Tours, Examination Coordination, Documentation, Social Media, etc. These portfolios are usually allotted to mid-level or junior faculty members. Few examples of Incidental portfolios: Coordination of a lecture series/ seminar, Student induction and orientation, convocation, Activity in-charge of various cells, etc. These portfolios are allotted to junior faculty members. Each faculty member is expected to spend @ 6 hours a week for all portfolio work. Portfolios

are allotted to faculty members largely as per their choice and are rotated annually/ biannually. Practice 2: Decentralised Decision Making Following are the levels of decision making: Class Teachers: Class teachers are in charge of decisions pertaining to a specific class. For four divisions of the same class there is a Class Coordinator who ratifies or takes decisions for all four divisions of a class. Subject In-charge: The course has major subjects or a group of allied subjects that occur in almost all semesters of the program. A faculty is designated as a subject in-charge and is responsible for all decisions regarding that subject across all classes. Heads of Divisions: They are responsible for all classes of a particular division and take decisions about various things about their divisions. Class teachers report to them. Academic Coordinator: Takes decisions to implement the academic program with the help of Division Heads, Class teachers, and Subject In-charges. Think Tank (now IQAC): Takes policy decisions and reviews that affect the entire college. Principal: S/he is the final decision making authority for running the college. College Development Committee (CDC) and Local Management Committee (LMC): Committees with representation of faculty members, representatives of college admin, and members of management. These committees take broad policy and financial decisions. All appointments to the positions mentioned above are for a specified time period and change by rotation (except Principal). The system is loosely hierarchical but mostly, decisions taken at any level are respected and accepted as long as they are within the purview of that position and in the interest of the students and college.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Research and Development	Seminar on research methodology organized. Faculty is encouraged to register for Doctoral Studies so as to develop their research capabilities. Students research papers are sent to various conferences so as to give them exposure to the field of research and develop skills of technical paper presentation.
Curriculum Development	Nil
Teaching and Learning	Choice based design studio system introduced where students in each year can choose from four design studios offered. Each studio has a distinct focus and methodology and students are introduced to these through a presentation of the same by faculty. Students get this choice at the beginning of each semester so as to be able to chart out their personalized design training throughout the program.
Admission of Students	Advertisements are placed in professional journals and newspapers. Though choice of students is not within the institutes purview, the institute

	<p>makes an year round effort to publicize its achievements in the press and social media to reach and attract good students. Admission procedure is made smooth at college level and is appreciated by all admission seeking parents and students. College tours are organized for aspiring students and their parents</p>
Industry Interaction / Collaboration	<p>Industry visits are ensured through regular contacts with industry. Practicing architects are invited to college for lectures, interactive sessions, and juries. A year long fully funded training titled Fair Conditioning conducted for faculty through industry collaboration.</p>
Human Resource Management	<p>Policy of appointment of faculty on various positions of responsibility by a method of rotation is implemented. Faculty are sent to various training programs, especially those conducted by the Council of Architecture Training and Research Centre. The facility of the University to give annual approval for teachers is availed for teachers not having a permanent approval.</p>
Library, ICT and Physical Infrastructure / Instrumentation	<p>LMS is introduced to students, though it is not very effectively used. Faculty members are involved in recommending and choosing books and periodicals for the library. One faculty member is designated for library development. A construction yard for hand-on experience is being set up near the college building</p>
Examination and Evaluation	<p>System of summative assessment introduced. Marks are displayed to the students at each stage. Weak students and their parents are notified by mail in the midst of the semester. Final internal marks are displayed well before the final external assessment date. This allows students to improvise on their performance in the final external exams. This also ensures transparency in the evaluation system.</p>

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Examination	<p>Multiple choice online tests implemented for internal assessment. All results of University examinations are digitized and used for analysis of the students performance.</p>

Student Admission and Support	The entire admission process is computerized. Student data is filled in the computerised system so as to be available for various purposes. Student I-card is generated and printed through the computerized system on the day of admission itself. Each student is also allotted an institutional mail id.
Finance and Accounts	All accounts and transactions are computerized. Net banking facility is used for all payments and receipts including fees. Salary calculations, taxation, salary deductions, generation of salary slips, etc. are done through software. Unless legally necessary, all transactions are paperless.
Administration	All daily work of the administration is computerized. All applications by students for any information, document, etc. are through e-mail. Reports to various authorities and bodies are filled and sent online. Meeting minutes are recorded and stored in an e-format. An e-database of all faculty and students related data is maintained.
Planning and Development	All meeting minutes with policy and implementation decisions are computerized and sent over e-mail to all concerned. Budget is computerized and available to all concerned. Learning Management system is employed for students, though use is limited.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	Shubhada kamlapurkar	Pilgrimage Cities Cultural Landscapes of Asia and prospects for Sustainable Tourism	Ayodhya Sodh Sansthan (Dept. of Culture, Govt. of U.P.), Ayodhya, India	20535
2018	Prakash Joshi	Architecture and Planning or Urban Spaces for the Elderly	Council of Architecture	10000
2019	Asmita Joshi	LEARNING RESEARCH IN LANDSCAPE CONSERVATION	Council of Architecture	10000

		ARCHITECTURE		
2019	Nikita Gurav	ADVANCED ARCHITECTURAL THEORY	Council of Architecture	10000
2019	Mahesh Bangad	FUTURE OF PAST: ADAPTION OF VIRTUES IN TRADITIONAL ARCHITECTURE	Council of Architecture	10000
2018	Dhruv Chandwania	Design for Children	Council of Architecture	10000
2018	Sayali Kulkarni	Architectural Form and Expression	Council of Architecture	10000
2019	Meera Shirolkar	VASTU SASTRA: THEORY, CONCEPT APPLICATION	Council of Architecture	10000
2019	Sanjeevani Pendse	VASTU SASTRA: THEORY, CONCEPT APPLICATION	Council of Architecture	10000
2019	Anupama Khatavkar	VASTU SASTRA: THEORY, CONCEPT APPLICATION	Council of Architecture	10000
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	Nil	Business Communication	03/12/2018	29/03/2019	Nil	8
2018	Teaching Learning Process for Architecture Program	Nil	04/06/2018	08/06/2018	20	Nil
2018	Application Of Energy Efficiency Concepts in Architecture Pedagogy	Nil	10/12/2018	14/12/2018	16	Nil
2018	Nil	Library Automation	09/03/2019	09/03/2019	Nil	2

		Workshop				
2018	ECBC 2017 Workshop	Nil	28/07/2018	28/07/2018	3	Nil
2018	One day training programme on ECBC 2017	Nil	26/07/2018	26/07/2018	5	Nil
2019	ECBC 2017 Workshop	Nil	14/01/2019	15/01/2019	9	Nil
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Steel Construction Summit	9	01/10/2018	01/10/2018	1
Architectural Form and Expression	1	26/11/2018	30/11/2018	5
De-mystifying the Design Journey	1	06/08/2018	10/08/2018	5
VASTU SASTRA: THEORY, CONCEPT APPLICATION	3	11/03/2019	15/03/2019	5
Application Of Energy Efficiency Concepts in Architecture Pedagogy	2	10/12/2018	14/12/2018	5
Design for Children	1	27/08/2018	31/08/2018	5
Cummins Environmental Champions Training programme	2	17/09/2018	21/09/2018	5
Skill Mapping Orientation and Training (FDP)	2	23/07/2018	28/07/2018	5
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching	Non-teaching
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Permanent	Full Time	Permanent	Full Time
0	52	Nil	Nil

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Health Insurance for Self and Family, Flexibility in working hours to PhD candidates in the last phase of research, 50 discount in fees for PhD candidates who are faculty at the college and enrolled in its PhD Research Centre, Maternity leave	Health Insurance for Self and Family, Low budget annual tour, Celebration of birthdays and important occasions in personal lives	Travel Insurance for 5 years, Financial help for needy student for travel, Prizes for various achievers during annual social, Financial assistance to needy student for fees

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The parent body of the college- Maharshi Karve Stree Shikshan Samstha- appoints an internal auditing agency for internal audit of the college every year. In addition, the Samstha has auditors as its employees at the Head Office who guide and supervise the Accounts Department of the college. An External Audit of the college and the parent body- Samstha- is carried out by an independent external agency that is separate than the agency appointed for Internal Audit.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Various (List Attached)	1257163	Various (List Attached)
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nil	Yes	IQAC
Administrative	No	Nil	Yes	C V Deshpande

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Nil

6.5.3 – Development programmes for support staff (at least three)

NA

6.5.4 – Post Accreditation initiative(s) (mention at least three)

The Internal Quality Assurance Cell of BNCA was established in May 2016. After the first cycle of NAAC, the IQAC, after a series of meetings with various

stakeholders including faculty, students, practitioners, and experts, formulated the following goals for BNCA for 2018-2023. The goals cover six areas: Academic Flexibility and Choice, Scheduling and Transparency in the Teaching and Assessment, Out-of-Class Learning, Teachers' Training, Feedback, and HR policy. 1. BNCA believes that for a professional course in Architecture, there is much to be learnt beyond the contents of the syllabus and confines of the classroom. BNCA will therefore encourage students to explore various sources of learning and recognize those in their evaluation. BNCA will also actively makes available such sources. 2. BNCA recognizes the subjectivity in the Architecture course content. It recognizes the diversity in approach of teaching by individual teachers. It recognizes the need of the students to explore faculty's approaches to the content, and teaching methods. Therefore, BNCA will provide for a choice-based system remaining within the framework of the syllabus but in addition to the choices provided therein. 3. The syllabus contains diverse subjects with diverse nature of assignments. Students are engaged in assignments throughout the semester. In addition, BNCA wants them to participate in multiple out-of-class activities. Therefore, planning and scheduling of the entire semester is important. BNCA will coordinate, schedule, publish, and communicate the entire semester's program to the students so as to enable them to maximise their learning opportunities. 4. Marks are important to students though they may only indicate student's competencies. For students, marks are a source of encouragement, dispute, and self-judgement vis-à-vis other students. BNCA will make the system of marking more objective, comprehensible, and transparent so as to instil faith in the system, helping students track their progress, and lessen their anxiety. 5. Teachers are BNCA's most important resources. Though teachers are very competent in their subject matter, they need training about various aspects of teaching, delivery and assessment methods, program planning, etc. BNCA will therefore conduct in-house teachers' training programs specific to its needs, in addition to the training and quality improvement programs that teachers are encouraged to attend. 6. BNCA recognizes the importance of feedbacks. It intends to ultimately adopt a 360 degree feedback system by the end of five years. As a means of achieving that it is suggested to develop a feedback system step by step every year. These feedbacks will be analyzed and become one of the basis of certain decisions. 7. Though MKSSS has an HR policy, there are many issues regarding the growth and development of teachers. Related decisions need to be taken through a formal policy. HR policy for BNCA teachers will be developed and adopted.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	'My Card' system recording individual student's participation in out-of-class	Nil	04/06/2018	29/03/2019	800

	learning activities				
2018	Choice-based Design Studio	Nil	10/12/2018	29/03/2019	480
2018	Teacher Training Workshop	Nil	04/06/2018	08/06/2018	30
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Christmas Bazaar	25/12/2018	25/12/2018	160	0
Lectures by Women Architects - Urban studies, Quantified assessment of neighbourhood By Ar. Anita Beninger	08/08/2018	08/08/2018	160	0
Life skill programme "Sadhana for students" By Dr. C. J. Jeyachander & Gayatri Kulkarni	13/06/2018	13/06/2018	100	0
Yoga and Self defense techniques	20/08/2018	20/08/2018	160	0

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
10 KWp PV system is installed on the terrace. Based on monthly bill consumption, approximately 15 of total power requirement can be met by renewable energy sources.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	Yes	0
Ramp/Rails	Yes	0

Rest Rooms	Yes	0
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7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	1	Nil	04/06/2018	21	facilitation centre	admission related issues, registration, document verification, submission of documents, confirmation of application forms	100
2018	1	Nil	08/08/2018	1	blood donation camp	Social Responsibility	57
2019	1	Nil	12/09/2018	60	Quantified Assessment of neighbourhood considering implementation Concerns of development plan using QCM Approach with mobile application Inagrik	Neighbourhood Planning	45

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Research Ethics for Students	01/06/2018	The code of conduct was prepared in 2012 with the inception of the centre. It was revised and applied from beginning of

		academic year considering the changing requirements.
Code of Conduct for Students for Examination	01/06/2018	The code of conduct is given by the university and the institute implements and adds to it specifically for our students for the exam conducted in college, both internal and external
General Code of Conduct for Students	01/06/2018	The basic document was prepared in 2010 and is modified every year at the beginning of the academic year. The code is shared and presented to the students on the first day of college commencement.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Tactile Guiding Path Training Workshop on White Cane Day	15/10/2018	15/10/2018	185
Origami Workshop for Blind Students on World Disability Day	04/12/2018	04/12/2018	155
Republic day	26/01/2019	26/01/2019	150
Independence day	15/08/2018	15/08/2018	200
Life Skills Development Workshop	23/07/2018	23/07/2018	160
WLAM (World Landscape Architecture Month) Celebration through poetry reading session	06/04/2019	06/04/2019	40
No file uploaded.			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

The following initiatives are taken by the institute: 1. Preparing an environmental audit. 2. Carbon footprint of the campus and the institute was conducted and strategies for reduction were prepared. 3. landscape plan was prepared and planting of indigenous plants was done accordingly. 4. Solid waste from canteens is collected and processed in a bio gas plant located on campus. 5. Signages are put up in various locations as reminders to shut off water and electricity leading to conservation. 6. E-waste collection drives conducted 7. Rain water harvesting is done at campus level 8. Workshops are conducted

related to reuse of material like paper, cardboard etc. where the students learn to make their own diaries or installations etc.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. The Portfolio System Any Educational Institute engages in a number of other activities besides teaching and learning. In a college of Architecture such activities dominate considering the very nature of architectural education which tends to be more experiential, interdisciplinary. At BNCA, we have encouraged and fostered a rich offering of short as well as long term activities. To encourage different activities to occur and to ensure their sustenance, we at BNCA have constituted a framework that we call as the 'Portfolio' system. Objectives and Underlying principals To encourage different activities in the institute that goes beyond the curricular requirements To provide freedom to faculty for not only choosing which activity they wish to participate in, but also to ideate and establish new activities at the Institute. To facilitate aligning of faculty's research interests, social interests with the Institutional goals. Context BNCA was established in 1994 as a women's only institute of Architecture. This is what makes us a distinctive institute. As principal of a young college our founder principal established a shared vision of an institute that was constantly seeking opportunities and exploring territory that would enrich the student experience within the institute. In a few years we found that the number of activities was exponentially increasing. We needed a system to ensure that the activities could be continued and retained for a sustained amount of time. The system had to be flexible enough so that it did not become a top down, imposed structure. The system had to be open-ended onto which groups of students and faculty could join for a limited time or for a specific purpose. It would also have to be a system that did not have a sense of hierarchy but rather that of team-working.

The Practice At BNCA, we call this system as the 'portfolio' system. A portfolio is variously defined as 'a job or a responsibility that a person has' in an organization and also as 'an organized portable showcase of ones talents and achievements. We embrace both these meanings when we talk about the portfolio system. On one side it is a responsibility that a teacher or a member of the institute has and on the other hand it is also an instrument that the person voluntarily chooses or creates in order to further his or her research and social interests. At BNCA the portfolios range from publications to celebration of events and days at the institute. Over time the number of portfolios has increased with activities such as those under United Nations Academic Impact Hub getting added. As the portfolio system is voluntary it inevitably means that some will be more motivated than others to conceptualize or opt for portfolios. Some faculty have also been over enthusiastic and taken on more activities than they could manage. These portfolios require varying degrees of infrastructural and institutional support and being aware of this and providing for it in the annual budget is a challenging task. Evidence of success Some of the more successful portfolios that have enriched our institute are as follows United Nations Academic Impact Hub BNCA is a member of UNAI since 2012 and a UNAI hub since 2014. BNCA UNIAI hub has completed a number of projects. More information on these projects can be read on our website - <https://www.bnca.ac.in/bnca-cells/united-nations-academic-impact-programme/unai-programmes-at-bnca/> Publication Cell BNCA Publication Cell has been active since 2009. We have continued this publication journey with several other books, now totalling nine in number. More about our publication cell can be read on our website - <https://www.bnca.ac.in/bnca-cells/publication-cell/> Problems encountered and Resources required A couple of problems have been observed recently which we are trying to address. Need for mentoring among junior faculty - As new faculty join the institute, they need to be mentored to

equip them to use the portfolio system to their own and institutional benefit.

2. Choice based studio system The education of Architecture is centered on the Design studio. Design studios are integrative in the sense that it is a course where all the subjects and skills learnt have to be applied to solve a design problem. This pedagogy is known generally as 'problem solving' and specifically as 'creative problem solving'. The design studio is also learner centered and reactive in the sense that studio facilitators react to the design solutions being worked upon by the students. Student's internal motivation plays a large role in how much learning happens for the individual student. In order to improve student engagement, BNCA has started offering choices to the students, in which they can select the design studio that best meets their learning goals.

Objectives and Underlying principals To improve student engagement To facilitate students in meeting their learning goals To promote interaction among peers To make for an enjoyable institutional learning atmosphere Context It has been long recognized that adult education needs to shift focus from 'teaching' to 'learning'. The learning needs to be more and more controlled by the student herself. A distinct shift from teacher regulated systems to student or rather 'self' regulated learning. The role of teachers and institutes in this context is to provide for a meaningful learning environment. Learning becomes meaningful for students when they get to choose what to learn.

Opportunity to choose design studio can help combat student apathy and also improve intrinsic motivation. At a larger level since everyone is not doing the same thing, CBDS also helps in peer sharing and learning without fear of competition. The system was introduced to fourth year students in the academic year 2018-19. It was hoped that the student cohort of fourth year would be mature enough to understand adopt and make use of the system for their benefit and give faculty feedback regarding the operationalizing of the system. Four studio choices were offered to a cohort of 160 students. Studio teams made presentations in front of all the students, who later chose the studio that they wanted to be a part of. There was a certain amount of resistance from faculty who felt that it was better to have design studio and theory subjects cohorts as same set of students. From the student's side, they faced challenges in selecting a studio. We traced the reason to the fact that students had never been in charge of their education but had always been consuming education that the university, institute and the teachers had been deciding as essential for them. The Practice Although some architectural schools in India offer choices, they are generally autonomous bodies and are able to decide their own educational offerings. For and affiliated institute which is one of the many architectural schools under a University, offering choices while remaining within the ambit of university rules and regulations was a tight rope walk. The choice based system is now being implemented for second, third and fourth year students at the Institute. Preparations start as soon as previous semester ends. Faculty teams prepare design briefs which are presented in front of the students in the first week of the semester. We ensure that first and second year students attend the second year studio presentations, second and third year students attend the third year studio presentations and so on. The first year is a skill building and foundational year. And as a result they are not offered choices for the design studio. Subsequent to the presentations, students are encouraged to talk to the faculty in order to understand the studio briefs in more detail. Students fill in Google forms with the choice of studio. The forms are analyzed by the studio teams and students are admitted to the studio of their choice. The faculty team ensures that as far as possible, every student gets at least their second preference studio. Evidence of success Over the years while the system has been in place we have observed a gradual shift in the reasons for choosing the studio. Now the students choose studios based more on their interest and learning goals which we feel is a success of the system. Problems encountered and Resources required In the first year of implementation, we noticed that the students were having a hard time choosing

as there was little difference in the studios offered by the faculty. We have since worked on it to make the choices more varied with distinct differences. After every faculty presentation of studio choices, we also collect student feedback on the reasons for choosing a particular studio. In the initial year the reasons were more like 'I chose the studio because of my friend'. We started taking a small session on how to choose the studio to encourage more responsible choice making. Of late we have seen a gradual shift to reasons that are more related to inherent qualities of the studio offering. We are now thinking of having informal exit exhibitions that will showcase work of different studios for all to see.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://www.bnca.ac.in/naac/best-practices/>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Dr. B N College of Architecture is a women's only educational institute. In the institutes early years in 1990's, being a girls college offering architecture course was viewed almost as a liability by the educational fraternity. BNCA has managed to survive and thrive under such circumstances. In fact we view being 'women's only' institute as our asset and it defines our distinctiveness. Teaching beyond the curriculum is what we believe in. Environment, Ecology, and Climate change are the aspects that we focus on. All these are impacted largely by the development practices and the resultant built environment. We don't want our graduates to become designers who get published in glossy magazines but rather we aim to create professionals of the built environment who have a deep empathy for nature and human life. Our activities such as the projects under UN Academic Impact initiative, activities of student clubs dedicated to ecology (Vanaja) and traditional Indian knowledge (Once upon a time in India), MOU's with organizations like MEDA (Maharashtra Energy Development Agency), participation in competitions like Solar Decathlon are all with a conscious aim of nurturing environmental empathy in our students. Women have a natural propensity towards empathy. By combining this affinity with the concerns of climate and ecology, BNCA looks forward to nurturing sensitive professionals of the built environment.

Provide the weblink of the institution

<https://www.bnca.ac.in/naac/distinctiveness/>

8.Future Plans of Actions for Next Academic Year

1. Choice Based Design Studio system to be made more robust by ensuring enough differentiation in the choices offered. In 2018-19 it was observed that if the choices offered are not distinct enough, students have a hard time choosing a studio. 2. Introduce Peer feedback system for teachers. While the institute has had a student feedback system, it is planned to introduce a formal peer feedback system for teachers 3. Open day for parents to visit the institute and talk to the teachers regarding any concerns they may have with teaching learning practices. It would also be an opportunity for the teachers to communicate their concerns regarding non performance and try an understand the situation from the parents perspective 4. Workshops at the beginning of each semester for teachers for preparation of session plans, learning outcomes, assessment rubrics etc. Such workshops will have a two fold purpose. One it acts as a training opportunity for inductee teachers and two it allows dedicated time for teachers to prepare for the semester. Coming together and working also enables young teachers to benefit from the experience of the senior faculty.

