BNCA IQAC

Action Taken Report 2018-19

Sr. No.	Issue	Action taken
1	Consolidate and categorise existing out-of-class 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 out-of-class learning activities, marks acted as incentive to achieve the benchmark thereby ensuring participation in a varied array of activities.
2	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.
3	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.
4	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.
5	Plan and conduct a teachers' training workshop at the beginning of the academic year. Work shop to focus	Mixed response to implementation of the learning from the workshop. Some teachers prepared session plans, some tried. But teachers could plan

	on understanding Bloom's taxonomy, creation of session plans, and introduction to assessment rubrics.	the assignments for the entire semester beforehand so as to aid Action Plan No.3.
6	A feedback on the choice based studio system taken on a hard-copy form. To 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.	The feedback on the choice based system indicated that students were making a 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.

BNCA IQAC

Action Taken Report 2019-20

Sr. No.	Issue	Action taken
1	Continue with the system of recording and incentivising participation of students in outofclass learning activities	Continuation of increased participation from students in outofclass learning activities, marks acted as incentive to achieve the benchmark thereby ensuring participation in a varied array of activities.
2	Continuation of the process of choice based design studio. One more subject allied to design was added to the choice list so that students could make their choice based on the considerations for both subjects.	Continuation of the process of choice based design studio. One more subject allied to design was added to the choice list so that students could make their choice based on the considerations for both subjects.
3	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.
4	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.
5	Planning an open day for parents to visit the college.	Parents visited the college to talk to different teachers, know the progress of their wards and get to know teachers' expectations and college systems.
6	Plan and conduct a teachers' training workshop at the beginning of each semester. Work shop to focus on defining course objectives, outcomes and assignments defined accordingly.	All teachers attended the workshop but only a few actually adopted this as a process. But a beginning is made and with insistence from IQAC, it may slowly take root.

7	A feedback on the choice based studio system taken on a hard-copy form. To 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.	The feedback on the choice based system indicated that students were making a 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.
8	To introduce the system of peer feedback for teachers	Teachers could voice their opinions about fellow and co-teachers. This is very important for the Architecture program as many important subjects are taught by a group of teachers rather than individual teachers. This feedback also helped to assess interpersonal relationships between teachers and their performance in various other assigned roles.

BNCA

MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S
DR. BHANUBEN NANAVATI
COLLEGE OF ARCHITECTURE
FOR WOMEN, PUNE

BNCA IQAC

Action Taken Report 2020-21

Sr. No.	Issue	Action taken
1	Need for an online learning management system	Implemented Moodle LMS for all years and courses
2	Online alternatives required for meetings and live lectures	MS teams and Zoom used for meetings and online lectures and design studios
3	A tool for recording faculty work hours, considering the lock down	Clockify was used for recording work hours and details of work done by Administration, Teachers and Visiting Faculty

BNCA IQAC

Action Taken Report 2021-22

Sr. No.	Issue	Action taken
1	Preparing a policy for Outcome Based Education	To consolidate BNCA's efforts to prepare robust map of program specific outcomes and tie it with teaching-learning, IQAC prepared a policy for OBE based on which futher actions like faculty training, discussions, communication with students - have been initiated
2	Learning Management System	Considering the utility of LMS during the pandemic, we have decided to use LMS on a regular basis and are also planning on introducing an 'eportfolio' system to compliment the LMS and benefit students
3	Setting up a Teaching-Learning Centre	A number of activities that were being carried out under IQAC, such as teacher workshops in the institute and outside, review of design studio briefs prepared by Faculty, evaluation of student output as an institute - are now consolidated under a 'Teaching-Learning Centre'.
4	Setting up of BNCA Research Hub	BNCA research hub has become a place for mentoring faculty researchers, offering seminars and also organising conferences all contributing to building up a culture of research at BNCA

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MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S

DR. BHANUBEN NANAVATI
COLLEGE OF ARCHITECTURE
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Action Taken Report 2022-23

Sr. No.	Issue	Action taken
1	Combined Library Management System	Combined library management system was implemented using open source KOHA software. The students now have access to a universal search box for searching books in any of the linked libraries of the sister institutes of the parent body MKSSS
2	Digital Repository	Digital repository for archiving institutional data and archival collections has been implemented using DSpace, an open source digital asset management software. The work of creating collections and communities is currently on
3	Need for a Result analysis software to avoid manual data entry	Partnering with a sister institute, BNCA is trying to design a customized software to enable result analysis of academic exams
4	Course Outcome analysis	A special week long faculty workshop was conducted to train faculty in analyzing course outcome attainment. We are hoping for a institute wide implementation in the current academic year.