



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S DR. BHANUBEN
NANAVATI COLLEGE OF ARCHITECTURE FOR WOMEN
C-41983**

**PUNE
Maharashtra
411052**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S DR. BHANUBEN NANA VATI COLLEGE OF ARCHITECTURE FOR WOMEN PUNE Maharashtra 411052	
2.Year of Establishment	1994	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	5	
Permanent Faculty Members:	82	
Permanent Support Staff:	40	
Students:	933	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Located in urban area imparting education in the area of architecture. 2. Only Womens college. The Institute is affiliated to Savitribai Phule Pune University (SPPU) and the courses are recognized by apex body Council of Architecture , which also gives registration for practice in Architecture. 3. Adequate infrastructure facilities for teaching- learning process	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-02-2019 To : 28-02-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SITHARAM T G	Dean,INDIAN INSTITUTE OF SCIENCE
Member Co-ordinator:	DR. BENNY MATHEWS ABRAHAM	Professor,Albertian Institute of Science and Technology
NAAC Co - ordinator:	Dr. Pratibha Singh	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Being an affiliated college of Savitribai Phule Pune University (SBPPU), BNCA is following the curriculum prescribed by the university. Latest revision of curriculum has been done in 2015-16. The effective curriculum delivery has been assured with a three step process. Initially the content is assessed at conceptual level, followed by an objective level assessment of student work and the third the periodic and continuous assessment. Teaching schedule and session plans are prepared by faculty and uploaded on to the ERP platform. Allocations of the subjects are done based on faculty preference and their expertise. Well in advance of the semester, timetable is prepared and circulated to all stakeholders for the academic preparation. For effective curriculum delivery, ICT tools are being used in classrooms by the faculty and also sufficient time is allocated for teaching and learning for each subject. The teaching schedule and the syllabus are given to the students at the beginning of the term. A mid semester meeting is held to review the syllabus coverage and address the gaps in curriculum delivery based on student feedback and performance. Formal mechanisms to get the feedback on curriculum from other stakeholders like industry, practicing architects, alumni etc., are missing.

BNCA is located in larger campus of **MAHARSHI KARVE STREET SHIKSHAN SAMSTHA (MKSSS)** where other degree colleges, schools, old age homes, hostels for underprivileged children are located, where in students are exposed to cross cutting issues. Being a women's architectural college, Gender issue is addressed in best possible ways. Students are encouraged to give importance to gender sensitive planning and design courses right from the first year. Environment and Sustainability aspect is looked into in each of the architectural design courses through which the required knowledge is imparted time to time to the students. Campus has bio gas plant from the kitchen waste, rainwater harvesting from the roof tops, waste recovery processes, roof top solar PV's making the campus an environmentally sustainable campus and providing students a rich onsite learning experience. Human values are imparted by the course teachers and through the environment where college is located. Professional ethics is included as an extended part of the professional practice courses, making it a holistic approach

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

When students are admitted to the first year in the undergraduate programme, an induction programme is organized. This is followed by an orientation programme where in the overview of the curriculum structure, syllabus is provided to the students along with skill training like Model making, basic graphic skills, sketching, designing etc., and communication. This makes easier for the teachers to understand the learning capabilities of students at early stage. It was informed to the committee that slow learners are provided with additional assistance. Formal make up classes for the slow learners can be introduced to bring all students to the same level.

Student centric methods are in place. As it is an architectural college, experiential learning is part of the course work especially in subjects like building construction / construction technology where hands on workshops are conducted for students along with site visits to enhance the learning and problem solving capabilities. Participative learning is achieved through the interactive class room culture, which is visible in the core architectural design subjects. In studio type of environment the teachers and students are constantly involved in dialogue through the entire course work. Group assignments and projects are given to enable the team work to enhance their learning experience.

BNCA has three thrust areas such as landscape planning, environment and sustainability, and digital architecture. College has a fully developed environmental lab setup with various instruments and latest building performance simulation software and students are encouraged to use the facility in the field in many

of their projects. College has state of art digital proto-typing lab with a robotic arm. Students are encouraged to use the facility to build models and go through an experiential learning. College has recently setup a Caple lab with industry collaboration for making wooden models and furniture. College is planning to involve students in the Caple lab projects to give them a new experience. Digital architecture group has developed many innovative processes and products through the involvement of students and faculty research. Caple lab has also good potential for innovation, creativity and industrial tie ups.

In 2015-16, University has adopted a new type of grading system as a part of new syllabus implementation, which college has adopted. The individual assessment of the students work is done in presence of students by the external jury comprising of practicing field professionals. Periodic assessments are done for the theory based courses through assignments, tests and seminars. Continuous assessment is adopted for studio based courses in design and construction technology areas.

The marks obtained by the student in internal assessment are conveyed to the students and parents. The assessment of oral and visual presentation is done in groups on a continuous basis for studio based courses, which brings transparency.

The rules and regulations regarding examination and assessment related grievances are published on the university website which is accessible to the students and parents. Most of data entry related to examination is online making it a transparent and time bound. Institute has established a grievance cell for handling any examination and internal assessment related complaints.

BNCA follows the academic calendar setup by the University. This schedule is displayed on Cloud ERP.

The Program outcomes, program specific outcomes and course outcomes are not worked out and the same is not displayed in the College premises. However, it is informed that the university is taking steps to adopt choice based curriculum in next syllabus revision.

Program outcomes, program specific outcomes and course outcomes are not available at this time. Committee recommends to adopt the outcome based education (OBE) at the earliest.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

BNCA is an approved research center by the university. College has taken initiatives for creation of research activities under major areas such as Disaster Safety Culture in Architectural Education; Earthquake Resistant Architecture; Digital architecture, inclusive design and landscape and environmental architecture. It was a nodal center for educating architects under National Programme for Capacity Building of Architects in Earthquake Risk Management (NPCBAERM), and completed the task of training of about 800 architects , the activity is still being continued. College has also established a universal design research and training center for transfer of knowledge. College is making continuous effort in collaborating with national and international agencies & institutes.

BNCA carried out social impact projects with organizations that create transformational change in underserved and disadvantaged communities as part of extension activities. Recently college has adopted 5 villages and they are collecting initial data and under discussion with village panchayats. Faculty and students have worked with Pune Municipal Corporation, INTACH Maharashtra chapter on projects with the city and heritage. Faculties are involved in many projects with United Nations academic India hub. Number of projects has been carried out in collaboration with agencies and institutes in Africa, Asia, and Europe.

Efforts may be taken to establish NSS and Youth Red Cross (YRC) units in the college for sensitizing students to social issues and holistic development.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

BNCA has adequate infrastructural facilities with CC TV and WIFI enabled campus. It is a part of the 15 acre campus of Maharshi Karve Stree Shikshan Sanstha at Karvenagar, Pune, with a total built up of 8068 sq.mt. Distributed over five floors. College has adequate teaching-learning classrooms equipped with ICT, seminar halls, well equipped design studios, computer laboratories, digital fabrication lab (FAB Lab), Environmental lab, Capel Lab (Carpentry), etc.,

BNCA has shared sports facilities for indoor and outdoor games with MKSSS. College has provided Indoor games with 775 sq.ft. area room(room) with Table Tennis, Carom, Chess etc. The same hall is used for Yoga and Suryanamaskar practice. A playground of 1.6 acres and Health Club as a shared facility exists with other MKSSS units with an access to students and faculty of BNCA.

BNCA has Library with the WEBOPAC System (SLIM 21 – Library Information Software)

A collection of over 12900 books, about 50 magazines, journals and some Special Reports are available in library. E-journals are limited to 8.

It was informed that the up gradation of hardware is done every 3 years, which includes new PCs replacement with outdated/incompatible configuration as per MKSSS Samstha's policy. College has upgraded internet leased line of 50Mbps as per the norms of AICTE.

The Samstha (MKSSS) has established centrally controlled building maintenance, garden maintenance and housekeeping (cleaning) and maintenance of equipment/computers and lab units. Plumbers, electricians and construction labor are outsourced as and when required.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

Student representatives of different divisions from fourth year, elected by the student body form the student council. The student council conduct cultural programme and are part of anti-ragging committee, IQAC and college development committees.

Student council need representation from students of all years of study including B Arch, M Arch and PhD headed by student chair person.

Alumni activities are visible in the form of participation in design jury's, guest lectures, conduct of workshops, IQAC members, etc. However, alumni association need to be registered.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

BNCA has an effective leadership in tune with the vision and mission of the institution, which is committed to "empowerment of women through education". BNCA is 25 years old institution however, their parent organization MKSSS, which is 125 year old has demonstrated an effective leadership in women empowerment.

College has good practices of participative management. Faculty and supporting staff were proud of being part of the management; Strength in this particular practice has been that the college has identified good heads for various departments and cells. Faculty co-operates across cadres and demonstrated the team work.

A prospective / strategic plan is very essential for the growth of the institution and at present it is not available through documents.

BNCA has a good organizational structure with local management committee and college development committee.

MKSSS service rules are followed for teaching and non-teaching staff of BNCA. Recruitment and promotion for teaching staff are done as per AICTE and COA norms. A grievance redressal mechanism is in place. Academic and administrative functions are administered through various committees and cells.

Minutes of the meetings and action taken report are available for the various bodies/cells/committees.

BNCA has effective welfare measures such as medical, EPF and sevak Kalyan nidhi through MKSSS. MKSSS has housing for class 3 and class 4 employees on campus.

Performance Appraisal System for teaching and non-teaching staff is being done through feedback system.

Samstha has its own internal audit department. Internal Audit is done regularly by this department, generally twice a year. As per the legal requirement Statutory Audit is done by a firm of Chartered Accountants appointed by Samstha.

Institutional strategies for resource mobilization are done through MKSSS (Samstha /Parent body). However, BNCA should make efforts to attract external funds, donations, and research grants.

Recently, IQAC cell has been established with representation from all the stake holders following standard norms.

Having recently formed IQAC, the review process of teaching learning process, structures & methodologies of operations and learning outcomes are in nascent stage.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The institute is an all-women's institute, and thus an excellent efforts are made towards achieving maximum security and women empowerment. Infrastructure for all these activities is in place. Campus has enabled CC TV for safety and security of the stakeholders.

Excellent attempt has been made to handle liquid waste, solid waste through MKSSS. Campus has bio gas plant from the kitchen waste and waste recovery processes for the solid waste making the campus

an environmentally sustainable campus.

Campus has rainwater harvesting from the roof tops by recharging borewells and collection in water harvesting tanks.

Campus has green landscaping with large number of trees and plants. It is plastic free campus. Since the campus is located in the city, it is well connected through public transport.

Religious festivals and national days are observed by punctuating them in the academic calendar and some festivals like Janamashtami and Navratri are also celebrated by the student's body. Institute also celebrates through social activities the Birth and death anniversary of Anna Karve and Baya Karve, the founders .

Institution maintains transparency through MKSSS (parent body) its financial, administrative and auxiliary functions. However, college handles the academic function.

College has brought out the exposure to multiplicity of learning platforms and brought out social relevance in academics. Bio gas plant for the kitchen wet waste (collected from hostels and neighborhood restaurants) established can be highlighted as a best practice.

As highlighted in the vision, the BNCA being a women's architectural institution has done excellent efforts towards women empowerment and education. The samsths's (MKSSS) effort in this direction was recognized by President of India conferring Bharat Ratna on the founder Maharshi Karve.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

STRENGTHS:

1. The BNCA has a good advanced infrastructure and vibrant campus with good green coverage and initiatives.
2. Proactive and supportive management along with harmonious relationship between the management and stakeholders
3. Excellent women empowerment
4. ICT and CC TV Enabled campus
5. Post-graduate programmes like digital architecture, environmental architecture are designed to meet the present and future scenarios.
6. Committed faculty and supporting staff; High retention of faculty and staff .

WEAKNESS:

1. Lack of faculty with PhD qualifications
2. Poor Cader ratio
3. Limited number of Quality publications in peer reviewed journals
4. Lack of external research funding
5. Limited consulting activity of the faculty

OPPORTUNITIES AND CHALLENGES

1. Ample opprtunities for innovation and incubation
2. To become an autonomous institution
3. BNCA is located in Pune Urban area with large number of architectural colleges
4. Improved placement and intership opportunities for students
- 5, Enhancement of faculty qualifications.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- For quality maintenance, college may strengthen the function of IQAC cell
- Outcome based education need to be implemented.
- Encourage faculty to bring externally funded research projects and engage in institutional consultancy
- Augmentation of library resources through acquisition of e-books and e-journals.
- Extend the Library and Labs/studios timing beyond normal working hours
- Efforts be made to increase research and quality publications in peer reviewed journals
- Create barrier free environment in hostel buildings
- Formal registered alumni association to be created
- Create NSS / YRC units in the college.
- Improve outdoor and indoor sports facilities for students

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SITHARAM T G	Chairperson	
2	DR. BENNY MATHEWS ABRAHAM	Member Co-ordinator	
3	Dr. Pratibha Singh	NAAC Co - ordinator	

Place

Date