



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

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

BNCA CAMPUS, KARVENAGAR, PUNE - 411 052

411052

bnca.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MKSSS's Dr. Bhanuben Nanavati College of Architecture for Women, founded in 1994 under the able leadership of Mr. Avinash Wardekar and Principal Dr Anurag Kashyap, with the generous donation given by Late Mr. Mahendrabhai Nanavati .

The Parent Organisation, Maharshi Karve Stree Shikshan Samstha (**MKSSS**) is a 125+ years old samstha established in 1896 by a great visionary and social worker Bharat Ratna Maharshi Dhondo Keshav Karve, to provide shelter to destitute women.

Bharat Ratna Maharshi Dhondo Keshav Karve, a revered Visionary with extraordinary legacy of work in the field of women emancipation and education, is the inspiration and guiding soul behind the MKSSS's vision of **“Empowered Women playing equal role in Society and Nation building”**. In keeping up with the vision, MKSSS strives to build a society of equal opportunities, social justice, a society where women will have their due importance, can live an enriched quality of life, a life of freedom and personal fulfillment. MKSSS works towards empowerment and enrichment of women through education, innovative training for life skills and job skills, pioneering the entry of women in new technology areas and new job domains. MKSSS's vision also includes facilitating self employment, awareness and sensitivity to women issues in society. ()

At present MKSSS's Dr. Bhanuben Nanavati College of Architecture for Women offers the following Programs.

1. Bachelor of Architecture (**B Arch**),
2. Master of Architecture (**M Arch**) in Landscape Architecture
3. Master of Architecture (**M Arch**) in Environmental Architecture
4. Master of Architecture (**M Arch**) in Digital Architecture
5. Doctorate program (**PhD**)
6. Bachelor of Design (B. Des.)

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.

This institute has been established with an aim of empowering women professionals of the built environment who are capable of responding to the professional challenges and keep pace with the rapidly changing contours of the profession.

Vision

‘Dr. Bhanuben Nanavati College of Architecture for women’ is a part of Maharshi Karve Stree Shikshan Samstha, an organization that has been active in women's education since 1896. In keeping with the vision of the samstha, BNCA is committed to empowering responsible women professionals of the Built environment.

Mission

In India the profession of architecture is dominated by men. BNCA wants to train the women professionals while maintaining the highest standards in architectural education, research and related activities. Our mission is to create professionals who will be intellectually proficient, socially capable, physically resilient, emotionally mature and morally competent.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The only doctoral program in Architecture offered under Savitribai Phule Pune University
- The only AICTE approved B Des. program offered under Savitribai Phule Pune University
- State of the art laboratories – Digital Fabrication Lab, Environmental Lab, Acoustic Lab.
- Library with over ten thousand books; along with access to e content (Books and research papers).
- A network of Institutes under the parent body; Maharshi Karve Stree Shikshan Samstha, which enables access to resources and sharing of best practices.
- A decentralized ‘portfolio’ system to encourage faculty initiative.
- More than 90% faculty retention for over 10 years
- Robust policy framework to encourage faculty participation in research, outreach activities, and quality improvement programs.
- Opportunities to students for ‘Earn and Learn’ scheme and other scholarships from MKSSS.
- A well-balanced student offering of Practice, Exposure and Challenge.
- International and National collaborations for student exchange and activities like joint studios and workshops

Institutional Weakness

- Relatively less publications in UGC care listed journals.
- Challenge in ensuring placement through on campus interviews which is partly due to the nature of Architectural practice
- Less opportunities for patenting as architecture is not a product oriented course.
- Very little flexibility in academic scheduling being an affiliated college
- Dependency on affiliating university for implementation of student oriented initiatives like Academic Bank of Credits

Institutional Opportunity

- Collaborating with the construction industry for innovations.
- Leveraging the experience with ‘Teaching-Learning’ practices with a wider community of Architectural educators
- Building on qualified faculty to constitute a research journal dedicated to the built environment.
- Developing web-based asynchronous course offerings available to a wider student community.
- Enhancing institutional consultancy portfolio.

Institutional Challenge

- Ensuring that educational offerings keep pace with the rapid changes in technology and skill requirements.
- Building an evidence-based review and revision of institutional pedagogical practice.
- Preparing students for a collaborative work environment in the construction sector which is a male dominated industry.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

BNCA is an institute affiliated with Savitribai Phule Pune University. We follow the curricular structure as prescribed by SPPU. Some of our faculty has been part of the SPPU appointed Board of Studies for Architecture. Through this formal platform and through various subject committees appointed by the BOS, BNCA has been giving feedback on the curricular structure in a regular manner. BNCA involves many practicing architects by way of visiting faculty, guest lectures and as members for design studio crits. We use these connect to ask for feedback from these Practitioners and industry representatives.

Twenty eight hours per week are outlined in the timetable as per curriculum while there is a flexibility of two hours per week along with Saturdays that is utilized for conducting various value added and certificate courses that are offered. We strive to make these courses as wide based as possible.

We keep college premises open for students to work in unsupervised studios. This gives students the flexibility to complete the work in a continuous and regular manner while benefitting from the presence of peers as well as facilitators.

Design is taught at the institute using the pedagogy of problem based learning. Four options are presented to the students each semester to choose from. The choice based system helps the students and also allows us to incorporate a variety of issues like, design ethics, climate based design approaches, concerns of livability in designing the studio briefs.

In view of the experiential nature of Architectural learning, we craft learning experiences through internship opportunities, settlement studies and industry visits. We consider the aspects of frequency, duration and intensity while crafting these experiences. Internships are up to four months in duration and involve full time working, while settlement studies are up to a week in duration but are intense in terms of context immersion.

We have managed to establish a feedback system which is comprehensive regular and continuous. We ensure that through anonymous feedbacks which are collected at the end of the semester and also by encouraging teachers to collect such feedback from their classes from time to time.

Teaching-learning and Evaluation

As a part of the IQAC initiatives, BNCA established a 'Teaching Learning Laboratory' in 2021 (<https://bnca.ac.in/teaching-learning-center/>). The main aim of this Laboratory is to help teachers innovate their Pedagogical practice and make student centric learning as an essential way of thinking for the teacher. We use

seven broad strategies for conducting our teaching (Behavioral learning, Cognitive Learning, Learning through inquiry, Learning with Mental models, Learning through groups and teams, Learning through virtual realities, Experiential learning). Multiple strategies are used within these strategies to craft learning experiences.

BNCA has an 'Outcome Based Education' Policy. We have undertaken extensive teacher capacity building to draft course outcomes for the courses offered. We have also established processes for calculating attainment and doing gap analysis to facilitate improvement of the course planning and delivery. Recently we have also implemented Ability grouping in our first year cohort. The aim of this grouping is to provide customized input to students of first year which is more of a skill building foundational year.

Our pool of teachers qualified with Doctoral degree has been increasing regularly over the past five years. These teachers bring their research aptitude to bear not only in teaching of subjects such as 'Research in Architecture' but also in teaching of subjects like design.

We also use Moodle LMS for administrative and content management of various courses. College classrooms are equipped with smart boards. These are used regularly in improving the quality of day to day teaching-learning.

Research, Innovations and Extension

For the past five years our number of faculty with PhD Faculty has been steadily increasing. BNCA has leveraged this to promote a culture of research at the Institute. We established BNCA Research Hub (BRH) in 2021. BRH intends to provide varied scales and types of opportunities for researchers, mentors, experts, professionals, and funding agencies across the world to participate, conduct, collaborate, publish and to execute their research potentials and innovative concepts through forming and evolving Research Clusters of various subject domains as a long term objective (<https://bnca.ac.in/research-hub/vision-structure-steering-committee/>). We also have hosted two National conferences and incentivize our faculty to conduct and publish research in conferences as well as research journals.

We have had fair success in attracting grants to further the research efforts. BNCA has also established Innovation Cell (<https://bnca.ac.in/startup-and-innovation/>) which actively conducts awareness activities regarding IPR and Patents. We are in the process of identifying potential projects for the same.

BNCA has an active NSS cell which conducts extension activities from the institute. We also use our settlement studies as an opportunity to connect with the local residents and try to work with them on community projects.

BNCA also has a fair number of MOUS both National as well as international in nature. A number of activities benefitting students as well as teachers are carried out under these MOU's.

Infrastructure and Learning Resources

BNCA has a well maintained and accessible physical infrastructure. All our classrooms are smart board and internet enabled. We have well equipped laboratories for Environment, Acoustics, Surveying-Levelling and for Mixed and Virtual Reality exploration. The Institute has a state of the art fabrication laboratory as well. We also have a well fitted auditorium. All these facilities are used by students and faculty. The facilities are also made accessible to our sister institutes and non-government organizations as well as to other institutes of architecture

BNCA has an extensive library with access to e resources. All the catalogues of libraries under our parent body MKSSS are accessible through a common library management system. To make our library more accessible, we have extended the library working hours and have also opened up the library membership to our alumni.

Well defined policies are set out for maintenance of our infrastructure. We also have an in-house dedicated team for maintenance of IT infrastructure including computers, printers, projectors, MR-VR apparatus and LMS server.

Student Support and Progression

BNCA has a strong support system for helping students with government scholarships. Along with it we also constantly try to get endowments from donors for giving scholarship to students. In addition to this we also have budgetary provisions to give travelling scholarships to our students. Under this, we fund students travel to various places and sites of architectural interest. These travelling scholarships are given to entire class based on application by the concerned teacher and class to the BNCA HOD Committee.

BNCA has signed MOU's with our sister institutes to offer courses, workshops and programs for various life skills. Students are encouraged to participate in various cultural and sports events and competitions. BNCA also organizes such events for its students.

The college has an elected student council. BNCA attempts to make students part of some decision making activities such as minor adjustments to academic submission schedules and scheduling of sports and cultural activities. BNCA has a career guidance cell which organizes events regarding career opportunities and also offers guidance on various competitive examinations.

During the past five years we have formalized alumni engagement by establishing Alumni Cell. We involve our alumni in college activities by inviting them as assessors for design crits and also facilitating sharing of their career stories through series such as 'Alumni Journeys'.

BNCA also has an anti-ragging committee and a grievance redressal system. We also offer on campus health and counseling services to the students.

Governance, Leadership and Management

BNCA has well defined vision and mission statement. We aim to be world leaders in grooming responsible professionals of the built environment. BNCA wants to train the women professionals while maintaining the highest standards in architectural education, research and related activities. Our mission is to create professionals who will be intellectually proficient, socially capable, physically resilient, emotionally mature and morally competent. Accordingly our institutional development plan is based on the four criteria of Infrastructural Dimension, Organizational Dimension, Socio-Emotional Dimension and Learning Dimension.

The institute has a decentralized governance model. BNCA has developed a portfolio system that helps in aligning individual and institutional goals in a mutually beneficial manner.

There are well defined welfare measures in place for teaching as well as non-teaching staff. Annual budget is prepared taking into consideration the various requests raised by the faculty. IQAC plays an active role in

monitoring quality of instruction and organizes and encourages various discussions, debates and workshops regarding the practice of Teaching and Learning.

Institutional Values and Best Practices

In keeping with the purpose of establishment of our parent body, BNCA is working towards educating women architects. Students and teachers are sensitized towards constitutional obligations through activities like flag hoisting, electoral literacy campaigns and other extension and outreach activities.

BNCA has a masters department for environmental architecture. We utilize our in house expertise to implement various energy conservation measures in the institute as well as on the campus. Rainwater harvesting system is in place. Recycled water is used for gardening. Solar PV cells have been installed on roof tops. Waste segregation is done and separate campaigns are carried out for collecting E waste. There is also a sanitary napkin incinerator machine on campus.

BNCA building has been made accessible by having dedicated parking for wheelchair bound passengers and drivers, wheelchair ramps, lifts with braille numbers, and accessible toilets.

BNCA stands distinct from other colleges of architecture in the fact that it is an only women's college training girl students for a field traditionally dominated by men. Our programs are designed to strengthen our students not only in terms of content, but also in life skills, workplace communication and professional ethics.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S DR. BHANUBEN NANAVATI COLLEGE OF ARCHITECTURE FOR WOMEN
Address	BNCA campus, Karvenagar, Pune - 411 052
City	Pune
State	Maharashtra
Pin	411052
Website	bnca.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anurag Madhusudan Kashyap	020-25476966	9921698469	-	mail@bnca.ac.in
Professor	Chetan Vijay Sahasrabudhe	020-25474062	9850986750	-	chetan.s@bnca.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document
Maharashtra	Savitribai Phule Pune University	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	16-05-2016	View Document
12B of UGC	16-05-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	09-06-2023	24	SRA for B Arch and M Arch courses
AICTE	View Document	19-06-2024	12	SRA for B Des Course

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BNCA campus, Karvenagar, Pune - 411 052	Urban	16.14	8812.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BArch,B Arch,	60	Twelfth passed NATA Exam	English	160	152
UG	BDes,B Des,	48	Higher secondary school Examination	English	60	0
PG	MArch,M Arch Ea,Environmental Architecture	24	B. Arch. passed CET of Govt. of Maharashtra or PGETA	English	20	6
PG	MArch,M Arch La,Landscape Architecture	24	B. Arch. passed CET of Govt. of Maharashtra or PGETA	English	20	9
PG	MArch,M Arch Da,Digital Architecture	24	B. Arch. passed CET of Govt. of Maharashtra or PGETA	English	20	8
Doctoral (Ph.D)	PhD or DPhil,Ph D, Architecture	72	PhD Entrance Examination	English	6	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				17				40			
Recruited	3	6	0	9	5	12	0	17	14	26	0	40
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	15	15	0	30
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	8	0	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	5	0	1	5	0	0	2	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	0	2	0	3	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	3	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	3	0	10	18	0	35
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	12		33		45

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	148	4	0	0	152
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	22	1	0	0	23
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	7	14	14	13
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	42	49	52	45
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	117	110	139	155
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		166	173	205	216

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>We have created a combined library management system of the HEI's within MKSSS to offer learning resources to the students from an integrated search box. We feel this to be the first step in a shift to multidisciplinary learning environment. The first of this integration, where KOHA has been implemented at a number of sister institutes as a common Library management standard is complete. We have established the BNCA research hub to promote research in general and interdisciplinary research in particular. We are also encouraging our faculty to choose design studio topics that engage with community concerns at various levels rather than being abstract design projects. BNCA is also offering</p>
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	<p>add-on courses to the students. These courses will be other than prescribed in curriculum and shall be offered through institutes under MKSSS other than BNCA. As described in Criteria 1. The following courses are being offered - 1. Tying-Dyeing and Block printing - Maniben Nanavati Vocational Training Institute for Women (https://mnvti.edu.in/fashion-designing-course/) 2. Gender Sensitivity - Baya Karve Women's studies center (https://bkwsc.org/educational-training/) 3. Language courses - Sumati Deshmukh Institute of Languages for Women (https://sdifl-edu.com/courses/)</p>
<p>2. Academic bank of credits (ABC):</p>	<p>We are offering courses from Swayam platform to our students, but we find that our host university does not recognize these credits and as a result the students must be reexamined in the university system. We hope that once the ecosystem of the ABC is in place, the students will be able to reap full benefits of the facility. Our Affiliating University has recently implemented ABC and our students have been enrolled on the ABC platform.</p>
<p>3. Skill development:</p>	<p>We have an institute of vocational education as a part of the MKSSS family. As of now we offer course from this institute to our students. Currently the offerings are limited to semester long courses offered as electives. BNCA is offering skill development courses to our students through Center for Skill Development - CSD and MNVTI - Manilal Nanavati Vocational Training Institute. These courses are 1. Basic Book keeping and accountancy. 2. Culinary Arts 3. Indian Arts & Crafts. 4. Soft Skills</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Architecture is a course that deals with the built environment. Our built environment is a vast repository of traditional knowledge regarding settlement planning and building shelter considering local resources and climate. 1. At BNCA, we had a lecture series titled 'Once Upon a Time in India' for several years. This lecture series invited speakers who had worked on traditional knowledge systems. 2. Considering the principles outlined in the NEP, BNCA has started a Centre for Cultural Studies, to formalize research into and learning of traditional knowledge that is embedded in our historic and traditional built fabric. 3. Some of our faculty has been actively developing content for encyclopedia</p>

	<p>entries on architecture in Marathi. With their initiative we are planning to develop content for teaching building technology in Marathi, as a pilot project. 4. We are focusing the settlement studies conducted in the first year of the course to mapping traditional knowledge of building construction. 5. A material museum focusing on use of these materials is being planned by the institute 4. The faculty are encouraged to use English as well as Marathi (Local Language) in classroom interaction.</p>
5. Focus on Outcome based education (OBE):	<p>Earlier we had been following the outcomes as defined in the University Curriculum, however we have realized that those outcomes have been inadequately defined. Taking the prescribed curriculum as a base, we conducted a process where all faculty were requested to draft learning outcomes using Bloom's Taxonomy. In the next stage student assignments and assessment was aligned to these learning outcomes. Assessing attainment has been the last step. From year 2023-24 we have integrated OBE into teaching of all the subjects</p>
6. Distance education/online education:	<p>We are continuing to use Learning management System to offer asynchronous learning content to our students. We have also been enriching our you tube channel with recorded lectures that are available to all students. We are currently working on an integrated policy to have a plan of action for blended learning. In readiness of this policy the following measures have already been implemented at BNCA: 1. Issuing of email ids to all students: These ids are used as entry points for all our online services such as accessing LMS and OPAC. 2. LMS ensures that faculty feedback and grades are continuously and seamlessly shared with the students. LMS also offers realtime chatting with faculty and updating of submissions. 3. Pre-recorded lectures, notes, presentations, project briefs, etc. are made available to students asynchronously through repositories on MS teams and LMS as well as BNCA's YouTube channel.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Yes, an "Electoral Literacy Club" has been set up in
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set up in the College?	the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, one coordinating faculty member (Nodal Officer- Asst. Prof. Dr. Avanti Bambawale) and students' coordinator- Sakshi Kulkarni, Fourth Year student, has been appointed by the college and the Electoral Literacy Club is functional
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Following are the innovative programs and initiatives taken by ELC in the college 1. New Voter Forms (Form-6) are filled through e-voter helpline app by the students from all years and all divisions and submitted to DTE Office. 2. In the view of voter awareness campaign, college has organized 3 events- a. Guest lecture on "Election Voting Campaign" by Mr. Avinash Dharmadhikari, Ex-IAS, Government of Maharashtra was organized for students, teaching and non-teaching faculty in November 2024 to encourage democratic participation and ensure that the voices of all eligible voters are heard in the electoral process. (Election Report-1) b. Street Play for Election Promotion was organized on 25th October 2024 in BNCA college campus where third and second year BNCA students participated. Banners with slogans like "Vote for Change!" and "Every Vote Counts!" were displayed in the campus (Election Report-2) c. Poster making competition was organized by BNCA Student Council for first and second year students on 10th October 2024 (Election Report-3) d. Voting Lectures were also arranged to facilitate awareness of new voter registration process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Around 25% of the 18+ students are not yet registered as voters. The College Electoral Literacy Club conducts the voting campaign through lectures on use of app-"E-voters Helpline" and assists the students in registration process and solves the issues or any difficulties faced during online registration or filling Form 6. New voters – local as well as regional students are also given guidance for online registration.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
866	931	935	903	907
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 78

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	72	72	72

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
891	640	608	510	709
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The academic calendar received from the university forms the starting point for planning the further terms. Planning starts at least 2 weeks in advance by preparing the draft time tables and tentative faculty appointments.

The academic calendar and the timetables are prepared by the academic committee consisting of academic coordinator, HOD and course coordinators for UG. The academic calendar incorporates curricular and co-curricular activities. Timetable preparation incorporates IQAC suggestions and feedback from the students is taken into consideration. It is prepared as per the university norms, student strength etc. and displayed in the classrooms.

Workload allotment is done for all the teachers as per their expertise and cadre. The delivery of the lectures/studios is conducted as per the session plan prepared and monitored regularly by the academic committee. A training program for all faculty on preparation and structuring of session plans is conducted prior to the commencement of each semester to ensure effective and planned curriculum delivery. The session plans, teaching and assessment schedules prepared are maintained by each faculty as part of the subject file. Some considerations while preparing session plans are:

Objective of the subject

Possible pedagogical approaches

Outcome expected based on objectives and student capabilities

Resources required for effective delivery

Planning of site visits/ expert lectures etc.

These session plans are discussed among faculty and subject experts, expert comments sought and enriched through these discussions, final session plans are prepared and shared with students. The first class of every subject starts with the discussion of the syllabus, session plans that gives students an idea of the entire course and expected outcomes. The term schedules also gives them an understanding of the various probable activities planned, co-curricular as well as extracurricular.

Besides the curriculum prescribed by the SPPU, the affiliating University, BNCA also runs Add-on and Value-added programs, designed by our own faculty members. Moodle based Learning Management

System is used for sharing resources, setting assignments and assessment marking.

Four of our faculty are members of the Board of Studies in Architecture and many other faculty have participated in syllabus upgradation and restructuring meetings as members of the SPPU syllabus committee. Periodic feedback is taken from students, faculty and industry and Periodic meetings are conducted to understand the issues faced.

In-sem exam schedules are communicated to the students via notice boards and internal communication. Periodic internal assessments are conducted by the individual subject teachers, the schedule of which is conveyed to the students. The curriculum has a significant component of sessional work which is achieved through various projects, assignments and presentations through the semester. The internal evaluation is continuous with at least two stages (in the middle of the semester and towards the end of the semester) which are marked as stages of consolidated assessment and identification of non-performing students. Such students are further offered performance enhancement programs to help them keep pace with the class. The parents of underperforming students or students with less attendance are informed by the class coordinators. The last week is largely for completing design related work with rest of the subjects planned to be completed a week before.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 27

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 68.19

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
849	457	985	493	313

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The curriculum includes various subjects that address the issues of sustainability and environment, inculcating values of professional ethics, social responsibility, gender issues etc. These are necessary in the current world scenario that necessitates sensitising students to the issues needing immediate attention. As a professional course, certain issues like professional ethics, environment and sustainability are embedded in the curriculum through various subjects. The institute arranges regular lectures, seminars on gender sensitisation, mental health, well being etc. The institute has also offered value added courses in these subjects.

Professional Ethics

- Professional practice course, the students are made aware of the ethics to be followed in the profession, managing finances, legal issues etc. Project Management course also introduces students to the legalities and responsibilities of managing large scale projects. The subject of entrepreneurship development also strengthens the understanding of the profession. Various additional courses by NGO's like De Asra foundation provide insights into starting ones own firm/start up etc.

Gender

Various subjects like architectural design, urban studies look closely at the user where the underlying intent is to identify and understand the requirements and needs of vulnerable population and integrate gender sensitivity into design.

- The Design studio projects - focus on socially relevant design themes.
 - Some examples of previous studio projects are – Understanding and documenting the cultural landscapes of Vrindawan.
- Research in Architecture course - encourages students to take up projects addressing societal concerns, gender issues, sustainability etc. The students are also made aware of research ethics, plagiarism, intellectual property rights in this subject.
 - Some examples of previous research projects are –

Impact of Architecture on Safety and Comfort of LGBTQ+ users in public spaces.

Public Toilets: Sanitation and Safety for Transgender and Women

Human values

User centric design is at the core of architectural design projects that highlight understanding people and the values they embody. Various design projects enhance this sensitivity at different scales.

- Research in Architecture course - Encourages students to take up projects addressing societal concerns, gender issues, sustainability etc. The students are also made aware of research ethics, plagiarism, intellectual property rights in this subject.
 - Some examples of previous research projects are –

Place Attachment – Factors that foster a Sense of Community

To study Rebound Phenomena in Slum Rehabilitation Projects

Environment and Sustainability

Environment and sustainability is well embedded in the curriculum through various subjects like environmental sciences, climatology, Landscape etc. Many of the design projects also integrate this aspect through climate sensitive design, eco friendly material use, etc.

- Courses on Environmental sciences, Climatology, Landscape and ecology,
- Urban studies course
- Electives like energy efficiency, energy management etc. which sensitise the students to aspects of environment and sustainability.
- Masters programs of Environmental Architecture and Landscape Architecture are dedicated to address issues related to sustainability.

Various experts are invited to share their knowledge and experience with the students on these issues. The students are also involved in several activities to enhance knowledge gained through the curriculum.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 86.61

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

Response: 750

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 98.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	220	228	225	216

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
220	220	220	220	220

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 87.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	40	45	38	44

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	58	58	58	0

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.03

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At BNCA we organise our teaching practice under seven distinct heads. These heads are based on learning goals to be achieved. All the curricular subjects are broadly grouped under these seven ways of learning. This grouping is not watertight and the teaching of some subjects benefits from multiple ways of learning. The framework and the methods under each are as follows

- **Behavioral learning** - Goal: Building skills
 - Subjects - Architectural Graphics, Workshop, Computer Graphics
 - Modelling by the Teacher - In-Class demonstrations and sharing of videos prepared by faculty.
 - Breaking down of tasks in smaller chunks which can be achieved in a gradual manner
 - Practice exercises - Preparing workbooks and other aids to facilitate and encourage practice of skills
- **Cognitive learning** - Goal: Acquiring Knowledge
 - Subjects - History of Architecture, Theory of Structures, Building construction and services
 - Flipped Classroom - Sharing links to online resources before the classroom session and using class time for discussion
 - Presentations and Explanations - Traditional presentation format, Use of smart boards.
- **Learning through inquiry** - Goal: Developing critical, creative and dialogical Thinking
 - Basic Design, History of Architecture, Research in Architecture
 - Discussions are used frequently in the classroom for various subjects. Use of - Discussion prompts and self reporting questionnaire for assessing student participation in discussions.
 - Research in Architecture is driven by the act of asking questions and trying to systematically answer the same.
- **Learning with mental models** - Goal: Cultivating problem-solving and decision-making abilities
 - Design studios, Architectural Design Project
 - Problem based Learning - Design studios by their nature are oriented towards problem based learning where the solutions are also expected to be creative.
 - Using precedents - Precedent studies help in defining and redefining mental models leading to learning.
- **Learning through groups and teams** - Goal: Exploring attitudes, feelings and perspectives
 - Settlement studies, Student work Exhibitions
 - Group activities - Spanning over a session or two and focused on small output that contributes to the larger project
 - Team projects - Longer duration tasks that end with common portfolios prepared by the student groups
- **Learning through virtual realities** - Goal: Practicing professional judgment
 - Urban Studies, Basic Design
 - The subjects of Basic design and Urban studies occupy opposite ends of spectrum where one deals with abstract qualities of form such as massing and ordering of volumes and the other deals with understanding area or city level problems. The teaching of both these subjects benefits from use of games and virtual realities.
 - Use of Archiblox game for understanding form
 - Use of scaled model bricks for understanding Brick work bonds
 - Use of games to understand issues in housing

- Use of virtual reality for mapping peoples perception of area level interventions
- **Experiential learning** - Goal: Reflecting on experience
 - Settlement studies, Internship in an Architectural Practice
 - Architectural pedagogy relies heavily on learning through experiencing. It is provided through-
 - Visits to construction sites and manufacturing plants.
 - Visits to buildings designed by eminent architects.
 - Visits to settlements to understand culture of building.
 - Internship in an Architects office.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	72	72	72

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 15.56

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise

during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	10	9	8

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

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

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 in 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.

The institute has appointed Controller of Examination and Exam Administrator who are responsible for examination related issues. The exam administrator conveys examination related messages sent by the University to the relevant persons as well as to the students time to time. The result is immediately conveyed to the students by examination department. Required assistance has been provided to the

students who are willing to apply for revaluation immediately after the announcement of the results. In addition to students who need to re appear in examination are identified and instruction is given to them for the same. COE duly address examination related queries, issues after each examination. Parents are allowed to discuss the grievances, queries with the COE where required technical and administrative information is provided to clarify the issue under question. The objective is to find out the best possible solution in the interest of the student. In addition the institute has established Grievances cell for handling internal evaluation of marks related grievances. Student can apply for a photocopy of the answer sheet and communicate evaluation grievances. Based on this the cell takes appropriate decision.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

We have realised that the course outcomes as defined in University Curriculum are lacking in many respects. For example hardly any of the outcomes go beyond the level of 'understanding'. Consequently we have defined our course outcomes for all the subjects keeping in mind the curricular framework provided by the University.

As a capacity building measure, the Institute conducted workshops for the faculty regarding the writing of Course outcomes for various subjects. We used Blooms taxonomy of cognitive and psychomotor domain for writing the CO's.

Each teacher displays the list of expected course outcomes in the classroom at the beginning of the semester. The internal marklists are prepared to clearly indicate the relationship between the course outcomes and the assignments.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course Outcome Attainment and Gap analysis

- The attainment targets are decided earlier by discussions with the co teachers and subject coordinators.
- For outcomes lower on the taxonomy the targets are higher and vice versa. We use a relatively simple way of assigning a target percentage (class average) for each outcome.
- At the end of the semester each teacher calculates attainment of the course outcomes.
- It is followed by gap analysis and deciding on a course of action for the coming semester.
- We have also added external assessment and students self appraisal to the attainment calculations.

The following Assessment tools are used at BNCA

- Portfolio - Students keep on collecting and assembling their work in a portfolio. This portfolio is assessed at predecided points during the semester and at the end of the semester.
- Tutorials - given to students during the semester.
- Presentations- on various topics prepared by students individually or in groups and presented in front of the class
- Reports of site visits -
- Self reporting questionnaires - Used especially for assessing participation in discussions

Work done by students is assessed at the end of semester examination by an external examiner appointed by the University along internal faculty as co-examiner.

The result of the examination is analyzed. Along with the attainment calculations it helps us to identify the grey areas which are addressed in the forthcoming semester.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 85.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
205	164	216	198	186

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

2022-23	2021-22	2020-21	2019-20	2018-19
247	220	228	213	229

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.25

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 18.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.84	00	00	00	0.200000

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

BNCA for Women has pioneered the creation of an innovative ecosystem that blends traditional knowledge with cutting-edge technology. This ecosystem not only embraces the principles of the Indian Knowledge System (IKS) but also integrates advanced research methodologies using parametric digital tools, robotics, and immersive AR/VR technology. The institution is fostering a unique platform for both creative and experiential research in architecture, empowering students and faculty to drive the future of the built environment.

Since 2018, with small yet significant and consistent steps taken each year, BNCA has initiated and established an ecosystem of innovation and knowledge exchange along the following two paths (A and B) and along each of the two paths has initiated the following platforms for a continuous exchange of knowledge for students and its faculty and the associated community at large:

- **Innovation and Research**

1. Ph.D. Center at BNCA, affiliated to SPPU (Savitribai Phule University), Pune- Ph.D. Center for Women
2. BRH (BNCA Research Hub)
3. Research and Innovation Cell, BNCA
 - IPR Cell (associated with MKSSS as a parent body)
 - Incubation Center (associated with SPPU as a parent University)
 - Specialized Labs on campus for training and experimentation

- **IKS (Indian Knowledge System)**

1. CCS (Center for Cultural Studies), BNCA- Indian Architecture and Culture Awareness
2. CISAA (Center for Interdisciplinary Studies for Art and Architecture)- Indian Music and Performing Art Awareness
3. Kaladhar – Students’ Informal interactive platform for knowledge exchange of Indian Architecture and allied arts

Related links to the Institute’s website pages:

<https://bnca.ac.in/phd-research-centre/>

<https://bnca.ac.in/bnca-research-hub/>

<https://bnca.ac.in/startup-and-innovation/>

Labs:

<https://bnca.ac.in/digital-fabrication-lab/>

<https://bnca.ac.in/immerssive-design-lab/>

<https://bnca.ac.in/wood-working-lab/>

<https://bnca.ac.in/landscape-lab/>

<https://bnca.ac.in/reed/>

<https://bnca.ac.in/center-for-cultural-studies/>

<https://bnca.ac.in/center-for-interdisciplinary-studies-in-art-architecture-cisaa/>

The highlights of the ecosystem as elaborated as under are elaborated in detail in the uploaded document in SSR:

1. **Indian Knowledge System (IKS) and Its Role in Contemporary Architecture**
2. **Intellectual Property Rights (IPR) Awareness and Innovation Cell**
3. **Futuristic Research in Architecture: Parametric Tools, Robotics, and AR/VR Technologies**
4. **Incubation Centre and Knowledge Transfer**

5. Experiential Research and Campus Labs

By blending IKS with cutting-edge technologies, the college is preparing its students to lead the future of architecture with a deep understanding of both cultural heritage and technological advancement. The innovative environment created by the college ensures that its graduates are equipped not only to protect their intellectual property but also to contribute meaningfully to the global architectural discourse.

In conclusion, BNCA for Women has established a robust and dynamic ecosystem that supports both traditional knowledge and futuristic research. Through initiatives focused on IKS, IPR, parametric design, robotics, and immersive technologies, the college is shaping the next generation of architects who are poised to make a significant impact on the future of the built environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 72

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	19	20	4	8

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.1

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.6

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
35	03	06	01	02

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The extension activities conducted by BNCA's women students and faculty and other staff members as part of MKSSS vision of women empowerment through education, fulfilled the primary intent of reaching out to the society not only as women architects as service providers but also empathetic human being, engaging themselves with broader and immediate both levels and scales of societal and environmental concerns. Each of the activities described and listed in the detailed report is an example of how students can extend their hands and join hands with various sectors, age-groups and scales of community and within their own campus.

Key outcomes:

1. Increased Community Awareness and Engagement

Extension activities have raised awareness within the community on issues such as sustainable architecture, inclusive design, and environmental conservation. Students have led programs on accessible housing, safety for women and children, and eco-friendly building practices. Activities like neighborhood clean-up drives and sensitization on barrier-free design have encouraged residents to consider the impact of the built environment on vulnerable groups.

2. Enhanced Social Sensitivity and Empathy

Working directly with marginalized groups—women, children, the elderly, and specially-abled people—has deepened students' empathy and social sensitivity. Activities like Raksha Bandhan celebrations for Indian soldiers, blood donation camps, and designing rural spaces for women, children's play areas, elderly-friendly spaces, and accessible public infrastructure have exposed students to the challenges faced by these groups. Activities towards health for women or creating barrier-free environments have instilled a strong sense of social responsibility.

3. Improved Leadership and Problem-Solving Skills

Extension activities have provided students with valuable opportunities to develop leadership and problem-solving skills. Students have also worked on urban renewal projects prioritizing the needs of marginalized communities, collaborating with local authorities, NGOs, and residents. These activities have enhanced students' project management, communication, teamwork, and conflict resolution skills, preparing them for future leadership roles.

4. Strengthened Sense of Civic Responsibility and Commitment to Clean and Green Environment

Extension activities such as tree plantation drives, Nirmalya collection drives, and E-waste collection campaigns have instilled a strong sense of environmental and civic responsibility. Students now approach architectural design with a focus on inclusivity, sustainability, and social equity, ensuring that spaces serve everyone, regardless of age, gender, or physical ability.

5. Development of Practical Life Skills

Extension activities have allowed students to gain practical, hands-on experience in designing and executing real-world projects. Our students have acquired technical knowledge in materials, construction methods, and accessible design. These projects have also helped students develop critical life skills such as teamwork, time management, and communication. These skills are essential for their future careers as architects and will enable them to address diverse needs while working in multidisciplinary teams.

6. Awards and Recognition

Students' work done as part of these activities got appreciated by local people, organizations and awards were received by the students and the institute which are elaborated in 3.4.2 of SSR.

In conclusion, extension activities have been instrumental in shaping students' academic and personal growth, contributing to the overall well-being of the community.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Awards and Recognitions

Sr. No.	Name of the activity	Name of the Award/ recognition	Name of the Awarding government/ government recognised bodies	Year of award
	3.4.2 Number of awards and recognitions received for extension activities from government/ government recognized bodies during last 5 years (2018-2023)			
	2018-2019			
	Nil			
	2019-2020			
1	Non - teaching staff related work (administration)	Mss. Sangeeta (Mohokar Adminstration staff received Gunavant Shikshaketar Sevak Puraskar (Best Non-teaching staff) award 2020 for her outstanding work	SPPU (Savitribai Phule Pune University), Maharashtra	2020
2	Promotion of Disability sensitivity	Zero Project Award 2020 for innovative	Zero Project Conference by Essl	2020

	and Inclusive Design practice through Universal Design Centre		Foundation at United Nations Vienna	
3	BNCA- SDG BNCA recognized (Sustainable Development Goals) Hub	as a student hub by UNAI	SDSN – Sustainable Development Solution Network	2020
	2020-2021			
	Nil			
	2021-2022			
4	Asia Education Summit and Awards 2022 for achieving “Most Promising Architecture Institute of the year –Maharashtra” (At Bengaluru Date 25th March 2022)	Most Promising Architecture Institute of the year –Maharashtra	Asia Today - Asia Education	2022
5	Sakal Idols of Maharashtra 2022	Best Architecture College	Sakal Group	2022
	2022-2023			
6	Higher Education review	Higher Education review - Top 10 promising architecture colleges 2022	Higher Education review magazine	2022
7	THESIS COMPETITION ON RE-IMAGINING URBAN RIVERS, SEASON 2 A competition for the students of Bachelor’s and Master’s degree programs for their academic thesis/research projects	3rd position award under UG category of National Student Thesis Competition, STC Season 2 -Reimagining Urban Rivers was organised by National Institute of Urban Affairs (NIUA) and National Mission for Clean Ganga - Namami Gange (NMCG).	National Institute of Urban Affairs (NIUA) and National Mission for Clean Ganga - Namami Gange (NMCG)	2022
8	CEDA Award Function	Best Innovative College Award for the year 2022	CEDA (Centre for Educational Development Administration)	2023
9	Village Bori, Junnar	Appreciation letter	GramaPanchayat,	2024

	-Documentation received from Bori Budruk Village panchayat Bori	
File Description	Document	
Upload Additional information	View Document	

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 16

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
07	08	00	01	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 8

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

TEACHING AND LEARNING INFRASTRUCTURE

BNCA offers a robust infrastructure with well-equipped classrooms, studios, and laboratories, ensuring a conducive environment for holistic learning. The classrooms are designed to accommodate 40 students each, providing comfortable seating along with essential amenities such as projection systems, desktops, and audio systems. These ICT-enabled classrooms foster an interactive and technology-enhanced teaching approach.

The studios, integral to architectural education, are equipped with drafting boards, lockers, projection systems, desktops, and audio systems. This setup facilitates a dynamic and collaborative atmosphere, essential for nurturing the creativity and design skills of the students. Additionally, some classrooms are tailored for software-related classes, featuring individual computers for each student, alongside projection and audio systems.

The laboratories at BNCA exemplify the commitment to practical and experiential learning. The fab lab stands out with advanced equipment including a CNC miller, KUKA 30-3 Six-axis robotic arm, Zimmer spindle, Dremel set, 3D printers, and laser cutting machines. Other specialized labs, such as the climatology lab, surveying leveling lab, material museum, woodwork model making lab, and lighting lab, are equipped with state-of-the-art tools and instruments, providing students with hands-on experiences that complement theoretical knowledge.

In essence, the infrastructure at BNCA is thoughtfully designed to cater to the diverse needs of architectural education, offering students a well-rounded and immersive learning environment that prepares them for the challenges of the field.

SPORTS INFRASTRUCTURE

At BNCA, we value sports activities, as the girl students must be physically and mentally fit for all challenges to achieve work-life balance. BNCA's objective is to develop team spirit, leadership qualities and organizing abilities among the students through participation in various sports and cultural events.

Sports Facilities and Sports Equipment:

BNCA promotes sports and games, offering students opportunities to enhance their skills, knowledge, personal development, and social interaction. The sports teacher manages the daily activities, ensuring smooth operation of various sports events. Students can participate in a wide range of sports, including Chess, Cricket, Volleyball, Table Tennis, Carom, Badminton, and Running events. The college also organizes an inter-institute sports meet to encourage friendly competition. On-campus facilities include a permanent basketball court with an expert coach, a sports hall for Table Tennis, Carom, and Yoga, and a well-maintained playground for cricket, kho-kho, long jump, volleyball, and football. Sports events take place throughout the academic year, with students participating in the University Sports Program and the Samstha-level intercollegiate sports event, DAMINI. These initiatives provide ample opportunities for students to engage in sports, develop new skills, and build confidence while promoting physical fitness and teamwork.

Cultural Facilities and activities

The college promotes students' participation in cultural activities through a students' club named 'Kaladhar'. Club Kaladhar organizes various cultural activities like elocution competition, poem competition, annual cultural events and students also participate in drama competitions, music and dance competitions organized by other institutions. College has a well-designed auditorium of 280 capacity for organizing such cultural activities and an amphitheater. There are two art-courts to conduct art related workshops in the college premises.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 14.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
237	52	28	36	122

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Library LMS :

During the period of 2018-19, MKSSS's Dr B N College of Architecture for Women Library used Integrated Library Management Software (ILMS), called "SLIM" Web Version by M/S Algorhythms. In 2019 BNCA Library had shifted over to "Library Easy" Software developed by SAA Technologies and worked till 2021. The software had all required modules as Acquisition, Cataloguing, Circulation, Reports etc. In the year 2021 Dr B N College of Architecture for Women Library functions were automated shifting again to Integrated Library Management Software (ILMS), called SLIM 21Web Version by M/S Algorhythms. "SLIM 21- Web version" is proprietary software which caters to all requirements of Library services. It had all seven modules as Circulation module, cataloguing, Reports, Fine calculation system. Book Acquisition, Serial management and circulation. The LMS also gave multiple types of reports and had statistical module for graphical representation. It is supported with email for reminders to users. In 2022 the Library shifted to ILMS called KOHA, the open Source LMS for automation. This was procured for all MKSSS Libraries.

Presently BNCA Library is using LMS Koha version 21.05.07.000. Facility of Union Catalogue of MKSSS Libraries is unique feature achieved through KOHA. Koha is a web based Library Software with cloud hosted robust User and Book Database which makes it easy to operate. All types of Library required reports are been generated properly. The Library is automated with the use of recent technology of QR Code and supporting Barcodes for user cards. QR labels are pasted on Title page and Spine of the Books. Barcode and QR code reader guns are used for transactions. Late fees Receipts are generated through receipt printer from KOHA. KOHA is effectively been used all over MKSSS through this resource sharing in interdisciplinary approach has been achieved. This is one of the Best Practices.

At BNCA library, Subject Classification of Books is as per Internationally acclaimed Dewey Decimal

Classification(DDC 21) classification schedules. For Architecture the base number is 720 and Books are classified in further subcategories as per the schedules. Classification numbers are indicated on the book. Shelving arrangements are made as per the classification and shelf guides are pasted on Book Racks.

BNCA Library is well reached to its users as the Location is approachable and resources are developed to the need of all patrons. A Bio-metric Attendance machine is installed in the Library .Patrons including UG, PG, Ph D students and teachers visit library for referring the collection, issuing books, consulting e-resources for assignments, projects research work and academics. Students from other college and Alumni also visit the library to consult books and Special collection like COA, NASA Publications. E Resources and Databased are accessed though inhouse Digital Library. Institutional Repository is being built with DSapce software.

Library has feedback mechanism and suggestions are recorded from the passing out batches. Library has extended hours of working from morning 8.15am to5.45pm.It is open for 3 hours after the college timings. The Library is also open on Saturdays.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Dr. B. N. College of Architecture (BNCA) boasts a comprehensive and modern Information Technology (IT) infrastructure designed to enhance both academic and administrative functions. Over the past five years, the institution has upgraded and expanded its IT facilities to meet the growing needs of students, faculty, and staff.

1. Computer Facilities

BNCA is equipped with over 500 high-performance desktops and laptops stationed in various computer labs, available to students for their academic and research activities. These computers are configured with the latest software tools, particularly those used in architecture, design, and drafting such as

AutoCAD, Revit, SketchUp, and Rhino. Faculty members also have access to LMS for teaching purposes.

The computer labs are managed by qualified IT staff who ensure regular maintenance, software updates, and troubleshooting. The infrastructure also supports both wired and wireless connectivity for seamless access to online resources.

2. Wi-Fi Bandwidth

BNCA provides high-speed Wi-Fi connectivity and the bandwidth has been scaled up over the last five years, currently offering speeds of up to 300Mbps. This substantial increase in bandwidth is intended to support bandwidth-heavy activities such as video streaming, online research, and large file downloads/uploads, crucial for architecture students working with high-resolution images and large design files.

The Wi-Fi network is equipped with multiple access points to ensure coverage including the library and seminar halls. The IT department regularly conducts speed and reliability tests to maintain optimal service.

3. ICT-Enabled Classrooms

BNCA has fully integrated ICT systems in its classrooms. Each classroom is equipped with smart boards, projectors, audio-visual systems, and high-speed internet connectivity. This enables faculty to deliver interactive lessons, use multimedia content, and engage students through digital platforms.

In the last five years, BNCA has upgraded several classrooms with interactive touch-screen panels, eliminating the need for traditional whiteboards and chalk. These upgrades have made lectures more dynamic and accessible, encouraging collaboration and innovative teaching methods.

4. Servers and Data Storage

BNCA's server infrastructure has undergone significant improvements over the past five years. The institution has deployed multiple servers to manage academic, administrative, and student data. These servers support essential applications like the Learning Management System (LMS), student management systems, and cloud-based storage solutions.

In addition to local servers, BNCA has adopted a hybrid cloud infrastructure to ensure data redundancy and security, regular backups and disaster recovery protocols to safeguard institutional data.

5. IT Infrastructure Upgrades (Last 5 Years)

BNCA has consistently updated its IT infrastructure to keep pace with advancements in technology. Key updates over the past five years include:

- Increased Wi-Fi bandwidth: upgraded from 50 Mbps to 300Mbps to meet the growing data demands.

- Software updates: New software and updates to existing tools have been regularly installed to ensure the access to the latest versions of architectural design software and productivity tools.

-Classroom technology enhancements: Smartboards, interactive displays, and advanced projectors were installed in classrooms to facilitate modern, interactive teaching.

-Cloud services adoption: BNCA now utilizes cloud storage and computing solutions for enhanced accessibility, collaboration, and data security.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 2.38

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

Response: 364

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 15.63

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic

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

2022-23	2021-22	2020-21	2019-20	2018-19
93	143	48	94	147

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 75.1

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
866	376	359	903	907

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
781	315	879	31	38

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 20.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	58	72	01	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
205	164	216	198	186

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 33.96

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
32	40	29	14	12

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	2	3	0

File Description

Document

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 5.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	2	1	1

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

MKSSS's BNCA has a registered Alumni Association (Ekatra) from the Academic Year 2021-2022 (20th May 2022). We have formed a governing council for the Association, as well. The Alumni Association helps in contacting Alumni Students for placements, inviting them for conducting Jury / Academic Work review, seek guidance on current needs of the industry so as to prepare the Students for the same. Major contribution of the Alumni is to help get Students placed in good offices, through referrals. The Alumni Association has set up a mechanism to create an entire database of Alumni for the total 25 batches graduated from 1999 to 2024.

The Alumni Journeys Sessions allow better Career Counselling / guidance opportunities for the Students. We invite our Alumni to conduct interim Jury for Design Studios, conduct capacity building sessions on Teachers' Day, interact with Final Year Students (Mentioned under 5.1.3). The Alumni Association has instated an Award for Academic Excellence (for Final Year Students) in form of a Cash Prize & a trophy. This was started from 2023-2024, and the Award is given at the hands of a distinguished Alumni. We intend to continue these awards each year.

There is a new portal for Alumni Association that has the entire information of these events, job opportunities, etc.

Link: <https://alumninetwork.bnca.ac.in/>

LIST OF MANAGING COMMITTEE MEMBERS: EKATRA BNCA Alumni Association

Mrs. Shubhangi Chandrashekhar Vaishampayan – President

Ar. Jui Tawade – Vice-President

Neha Gaurav Joshi- Secretary

Mrs. Geeta Girish Nagarkar- Treasurer

Mrs. Supriya Shashikant Dhamale- Member

Mrs. Neha Kunal Adkar- Member

Mrs. Varsh Changedia Punde- Member

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The vision of the college is to achieve excellence in architectural education and research while uplifting the socio-economic, educational, and spiritual status of women. BNCA wants to train the women professionals in a field traditionally dominated by men. Our mission is to create professionals who will be intellectually proficient, socially capable, physically resilient, emotionally mature and morally competent. Established by Bharat-Ratna Maharshi Dhondo Keshav Karve in 1896, Maharshi Karve Stree Shikshan Samstha has always focused on serving, educating, and empowering women. Over its 128 years of existence, and in the last 30 years since BNCA's inception, both the Samstha and the college have set high standards of governance to achieve these goals.

The college provides a supportive environment for female students to pursue formal education through well-defined programs, while also developing essential professional and life skills. With strong ties to industry practitioners, the college offers state-of-the-art knowledge in architecture, while collaborating with various organizations to give students exposure beyond the academic realm. This includes social, cultural, and spiritual growth opportunities. The college's Institutional Perspective Plan is prepared by faculty members and the Internal Quality Assurance Cell (IQAC) and approved by the College Development Committee (CDC). Steps taken towards this vision include defining course outcomes, expanding learning opportunities beyond the curriculum, enhancing IT infrastructure, greening the campus, and promoting decentralized decision-making and a choice-based studio system.

The college has grown significantly over the years, from admitting 20 students in 1994 to 160 since 2015. It has also introduced three Master's programs since 2006 and a PhD Research Centre in 2012. Since 2014, it has been a United Nations Academic Impact (UNAI) hub.

Decentralization of Decision Making:

The college employs a decentralized approach to decision-making, with clear levels of authority:

- **Class Teachers** make decisions specific to their classes.
- **Class Coordinators** manage and ratify decisions across all divisions within a class.
- **Subject In-charges** oversee decisions regarding individual subjects across classes.
- **Heads of Divisions** handle decisions related to all classes within their division and the academic schedule.
- **Academic Coordinator** implements the academic program.
- **IQAC** (formerly Think Tank) makes policy decisions for the entire college.
- **Principal** holds final authority over decisions.

- **College Development Committee (CDC)** and **Local Management Committee (LMC)** are responsible for broad policy and financial decisions, with representation from faculty, administrators, and management.

Appointments to these positions are time-bound and rotate regularly (except the Principal). This system is flexible yet ensures decisions are made at appropriate levels and are respected as long as they benefit the students and the college.

To enhance the college's overall functioning, a **Portfolio system** has been implemented for faculty members. Faculty choose a portfolio and spend approximately six hours per week on portfolio work. Student committees and volunteers participate in these portfolios, which are categorized into **Essential, Important,** and **Aspirational** types. This approach ensures active faculty engagement and fosters a collaborative environment. Additionally, the college encourages equal or majority female participation in institutional governance, in line with its founding principles of empowerment and equality.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

After the first NAAC accreditation, the IQAC formulated goals for BNCA under six broad areas. These were for the years 2018-2023. The six areas were: Academic Flexibility and Choice, Scheduling and Transparency in the Teaching and Assessment, Out-of-Class Learning, Teachers' Training, Feedback, and HR policy. Based on the above goals, the IQAC in 2021 prepared the Institutional Perspective Plan/ Strategic Plan 2020-25 for BNCA. This plan details out goals to be achieved during the five year period. The broad areas that the goals are categorised into include: Curriculum development, Teaching and Learning, Learning beyond Curriculum, Examination and Evaluation, Research and Innovation, Entrepreneurship and Incubation, Library development, ICT development, Augmentation of Physical Infrastructure, Industry Interface, Resource Mobilisation, Human Resource Development, Green Initiatives, ERP, Policies and Procedures, IQAC, NAAC Assessment, NIRF, Alumni. The Perspective Plan is being deployed through various committees and portfolios formed by the staff.

The College Development Committee has representation from Management, Faculty, Industry, Students and Parents. It approves of all major academic, policy and financial decisions including annual budget. IQAC meets quarterly and lays out annual road-map based on the strategic plan for effective running of

all programs. It suggests value added and add-on courses, co-curricular activities, extension and research activities to be conducted during the academic year. The HoD-committee, Academic-Coordinator and Subject-heads plan, execute, and monitor academic and co-curricular activities and review them weekly. Portfolio heads have team and student volunteer meetings. They report to the HoD-committee. Various cells are constituted as per norms. They report to the HoD committee and CDC. Research Committee is formed to encourage, train, and help students and faculty to pursue research and extension activities. All functioned even during the pandemic. ERP and LMS are used to ensure smooth functioning of the college and academic program. These helped in a seamless transition from the offline to the online mode during the pandemic period. Appointments are made as per appointment procedures and service rules laid down by the UGC, Government of Maharashtra, CoA, and Savitribai Phule Pune University (SPPU). Approvals to faculty appointments are issued by SPPU. Appointments to CDC, IQAC, and HoD committee happen on a rotation basis. Visiting faculty is appointed as per rules of the CoA.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

IQAC has set up the following systems for performance appraisal for the teaching staff: 1. Self-Assessment: Each year, the faculty fills an online self-assessment proforma supported by evidences about their performance during the last year. The performance is assessed under seven categories viz teaching-learning, institutional development, self-development, teaching beyond classroom, administrative responsibilities/portfolios, community participation, extra-curricular activities. Under teaching-learning, faculty members are assessed under four sub-categories viz. course design, how to teach, how students learn and inclusive classroom. 2. One-to one reviews of faculty by IQAC members are conducted annually: Review of each teacher in a discussion format based on self-assessment form and other criteria. 3. Subject performance reviews: Year wise meetings for faculty members of all subjects discussing the assignments, evaluation, and performance of students. Best, average, and worst work of students submitted by each faculty member. Discussions include review of the past semester, observations by senior and peer faculty on work submitted, possibilities of inter-subject connections, strategies for next semester. 4. Subject meetings: Preparatory meetings, especially for Architectural Design and related subjects. Discussions about focus of the subject for that semester, preparation guidelines for session plans, spelling out expectations from students and deliverables at the end of the semester.

The following welfare measures are taken for teaching and non-teaching staff: 1. A general mediclaim insurance policy with cashless facility and reimbursement upto Rs 100000/- is provided to all teaching and non-teaching staff. A separate travel insurance for the staff is also provided. 2. The Samstha has independently registered Credit Cooperative Society for all teaching and non-teaching staff. This has various schemes: share capital dividend upto 8-9 %, fixed deposit scheme with an interest rate of 6%, recurring deposit scheme with 6% interest rate, personal long-term loan scheme with maximum limit of Rs 1400000/-, etc. An emergency loan upto Rs 50000/- is provided to members. Financial assistance upto Rs 5000/- to children of members for educational, medical purposes. An annual lunch gift to members. 3. Residential quarters provided to limited number of non-teaching staff on premises. 4. Donation drives for staff in emergency situations. 5. Maternity leaves to permanent and contractual staff; Creche on campus. 6. Teaching and non-teaching staff travel free of cost on all national/international college study tours. 7. Team building by celebrating birthdays, personal achievements, family members' achievements. 8. Donation drives of clothes, grains, cash for service staff sweepers, gardeners, parking attendants, etc. 9. Teaching and non-teaching staff is offered FDPs, training programs, skill enhancement workshops, etc. and supported by giving financial assistance and duty leaves.

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 43.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	47	14	71	26

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	33	25	3	1

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Fees are collected at the time of admission from the students and transferred to the Samstha for salary provision for the year. The Samstha transfers the required amount monthly as per the requirements. The parent body demands a budget allocation under various heads well in advance, before the start of the financial year. The budget heads are already well defined. All department heads are requested to submit their budgets for the next financial year as per their requirements. Depending on various activities like seminars, study tours, gatherings, send-offs, student activities, and establishment expenses, various heads are defined. Some heads are already defined by the Samstha. The broad categories include recurring and non-recurring expenses. Most purchases are done at the central level by the Samstha. The purchase procedure, as defined by the Samstha, is strictly followed for all purchases, such as fixed assets, travel, stationery, etc. Expenses for various activities are submitted to the accounts department and sanctioned in various meetings, such as HoD meetings and CDC meetings, based on need and urgency. These are finally submitted to the Samstha. The college and Samstha also mobilize private donations for the development of the college. College does not receive any government grants for developmental activities. The budget and actual expenditure is reviewed and a revised budget is prepared in December for the remaining financial year.

As per the legal requirement, the statutory audit was conducted by a firm of Chartered Accountants appointed by the Samstha. During the period from 2018 to 2023, statutory audits were conducted by G.D. Apte & Co., Chartered Accountants, Pune. The audit team consisted of five members: three articles, one audit manager, and a signing partner. The audit was conducted for 21 days each year, with the audit plan designed by the firm. The auditor issued a clean report. There were no major objections at that level, as most of the queries were cleared during the audit period. A copy of the audit report is enclosed herewith for your reference.

During 2020-21, due to the lockdown, an external audit team was not appointed. However, the Samstha internally identified and formed a team of experts for internal auditing. The team consisted of a coordinator for each segment and the chief accountant of the Samstha. The team performed the audit monthly. The queries raised by them were resolved immediately by the accounts team. The accounts team submitted the required reports on a monthly basis, taking into account the auditor's suggestions.

The institute optimally uses its resources by: 1. Allowing professional use of lab facilities after student hours 2. Allowing use of library to alumni and professionals on weekends 3. Allowing use of auditorium for users outside college 4. Loaning small instruments 5. Manufacturing some part of required furniture in-house in the wood-working lab 6. Working towards low paper consumption by using LMS, ERP, digital notice board, and platforms like WhatsApp, emails, etc. 7. QR code based booking system for lab 8. e-ticketing system for repair maintenance requests 9. Undertaking consultancy projects

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

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. The IQAC has set up various systems for faculty and students to ensure quality of teaching –learning. It has also institutionalised certain practices and activities so that they are now part of the annual program and academic systems at BNCA. Some of these include subject performance reviews, midterm students' feedback, online self assessment of faculty, one-to-one faculty reviews by IQAC, teacher training, research hub for faculty members and choice based studios, self-assessment, improvement program, jury weeks, mentor mentee program for students. A blend of offline and online systems are set for the regular academic transactions. Supplementary activities are included in the academic schedule. On-site learning is made an annual feature through study tours, site visits and settlement studies. Details of all practices institutionalised by IQAC are provided in the attachment.

IQAC-BNCA has been periodically reviewing to major policy initiatives . 1) Choice based systems:

IQAC had proposed a system of Choice-based Design studios in the year 2019-20, Every year IQAC has been reviewing the same and making changes as required. For e.g In the First year of implementation Choice based system was offered only to the FOURTH year students. After reviewing it was extended to SECOND and THIRD year design studios as well. Also in the year 2019-20 the choices were offered on the first come first served basis. In the later years we have adopted a system where studios are allotted based on student-choice as well as faculty deliberations.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Being an all-women college of architecture, **Dr. Bhanuben Nanavati College of Architecture (BNCA)**, plays a pivotal role in fostering gender equality, empowerment, and leadership within the field of architecture, a traditionally male-dominated discipline. As part of this commitment and to create awareness and promote gender equality, the college organizes regular workshops and seminars on topics related to gender inclusivity, equal opportunities, and breaking barriers in the professional world.

Workshops conducted on Gender Equality:

- **Breaking Stereotypes in Architecture:** Addressing the challenges women face in the male-dominated world of architecture, and how to overcome bias and stereotypes.
- **Negotiating Equal Opportunities:** Empowering women to navigate their careers with confidence, emphasizing fair pay, leadership opportunities, and overcoming gender-specific obstacles.
- **Promoting Gender-Inclusive Design:** Exploring the importance of designing spaces that are inclusive and cater to the needs of all genders, a critical aspect in architectural practice today.

Women Empowerment & Mental health awareness initiatives include:

- **Mentorship Initiatives:** Senior students and alumni mentor younger students offering career advice and building leadership skills.
- **Networking Events:** Regular networking sessions with women architects, alumni and designers help students connect with industry leaders and build professional networks.
- **Mindfulness and Stress Management:** Workshops on mindfulness techniques, breathing exercises, and stress reduction are integrated into the academic schedule, allowing students to practice self-care in a demanding environment.
- **Psychological First Aid and Mental Well-being:** Workshops and training on mental health in achieving academic success and professional growth, psychological first aid and stress management, and how to offer support to peers in a compassionate, non-judgmental way.
- **We offer confidential counselling services,** providing students and parents with a safe space to address personal and academic challenges.
- **Workshops on self-defence** to empower students to be independent and take care of themselves.

Safety, Security, Common Rooms and other facilities:

- Well-trained and vigilant women security guards stationed across the institute’s campus. Security checkpoints at all campus entries and exits. Extensive surveillance via CCTV camera network within the institute with monitored control rooms.
- The Administrative committee majorly includes female faculty in administrative roles at Institute as well as faculty level.
- Special rooms are made available to the students that have sleeping facilities adjacent to the girl’s locker room to facilitate girl students staying on campuses during any competition participation.
- The girls' toilets have sanitary napkin dispensers and necessary hygiene products stocked in the toilets.
- At least one female faculty per 40 students accompanies every college site visit, industrial visits locally.
- Every International and National tour has a quorum of women teachers who are present with the girl students throughout the tour

Faculty Welfare and Facilities:

- The institute has also established a Creche Facility on campus to provide a safe, nurturing environment for the children between the ages of 6 months and above and aims to assist our academic and non-academic staff members as a solution for childcare during work hours.
- The college also offers maternity and paternity leave for faculty.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

- At our institute, part of the Maharshi Karve Stree Shikshan Samstha, we recognize the rich diversity of our students, who come from various ethnic, cultural, linguistic, and socio-economic backgrounds. These diverse experiences, including native languages and cultural norms, shape their identities and play a vital role in their learning journey. Students from these diverse background come at the institute and study, collaborate and grow together.
- Students belonging to different castes, religions and regions come and stay together in the hostel.
- **Cultural:** Cultural activities play a significant role in an institution by fostering a vibrant, inclusive, and dynamic environment that contributes to the personal, social, and academic development of individuals. Students are encouraged to participate in various cultural events like intra-college dance and poetry competitions, *Purushottam Karandak*, competitions like *Swararanga*. Clubs like *Kaladhaar*, Movie Club, Poetry Club, Cultural event at BNCA too promote and encourage students to strengthen their interpersonal skills.
- **Regional:** Admissions are based on merit and students are admitted through centralised process. Students from different regions of Maharashtra and India take admission at the institute. Regional diversity is further promoted by celebrating various festivals and holidays with secular and religious tolerance.
- **Linguistic:** Students participate in renowned Marathi drama competitions like *Purushottam Karandak*, have clubs like *Kaladhaar* at the institute that organizes various activities to promote and celebrate linguistic diversity. The institute also promotes learning of languages like German and French through value-added/add-on courses. Since students come from diverse backgrounds with medium of instruction being other than English, the institute offers English lessons.
- **Socioeconomic:** Students from different economic backgrounds get admission to the institute on merit list. The institute provides financial assistance to students coming from weak financial backgrounds. The institute provides equal opportunities to students from different social strata and established Equal Opportunities Cell.

Sensitization:

- The institution sensitizes students and employees to the constitutional obligation of values, rights, duties, and responsibilities of the citizens and works to nurture them as better citizens of the country through various activities.
- One significant way this is achieved is through the student election process, which fosters active engagement in democratic practices. Each year, elections are held for student leadership positions, such as General Secretaries and Council Committee members, with separate elections for each division. To further support students in understanding democratic systems, the institute offers a mandatory course titled "Democracy, Election, and Governance" for all first-year students.
- The institute hoists flag during National festivals and inspires students and staff by emphasizing the duties and responsibilities of citizens.
- Institute organises Blood Donation Camps to raise awareness. Faculty and students from the institute are regular donors.

- The institute has an active NSS Cell with different activities like Swacch Bharat Abhiyan Activity, Tree Plantation Drive, Voters Day Celebration, etc. are conducted.
- The institute's Code of Conduct further strengthens our commitment to fostering an ethical, inclusive, and respectful environment. This Code is foundational to maintaining a positive academic and social community, where individuals are encouraged to uphold these values in both their personal and professional lives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 01: Choice Based Design Studio Selection

A Choice-Based Architectural Design Studio Selection System is adopted at the institution to enable students to select studio of their choice for Architectural Design subject, across 2nd, 3rd and 4th year of B.Arch.

Context:

The institution offers a choice-based system allowing students from diverse backgrounds to select design studios aligned with their academic goals and creative aspirations. This approach gives students greater control over their academic journey and fosters deep engagement with preferred themes.

Architectural design studios, a cornerstone of architectural education, focus on various aspects such as design theories, sustainability, urbanism, climate, and technology. The system encourages collaboration and creates a symbiotic learning environment by aligning studio offerings with student interests and fostering creativity and ownership in their academic path.

Objective of the system:

This system allows students to have a greater degree of autonomy in choosing the design studio that

aligns with their interests, academic goals, and areas of specialization, rather than being randomly assigned or following a predetermined selection process.

The Practice:

- In our B.Arch program, studio projects are carefully developed through discussions among faculty members and then presented to students.
- These presentations provide a comprehensive overview of each project, including its typology, context, studio methodology, and working style. To minimize bias and allow students to focus solely on the project's merits, the studios are presented anonymously, without revealing the names of the faculty members or their specific affiliations.
- After the presentations, students are given a week to review the details and reflect on each project. During this period, they are encouraged to thoroughly consider which studio aligns best with their personal interests and academic goals.
- To facilitate this, a preference form is distributed, allowing students to select their top three preferred studios—first, second, and third choices—along with a brief explanation of their reasoning. This ensures that the decision-making process is informed and thoughtful, allowing students to make choices based on the project content and their own learning aspirations rather than external factors.

Problems Encountered:

The allotment criteria are designed to prioritize students based on factors such as their performance in previous semesters, overall percentile, and studio preferences. These criteria help ensure a fair and balanced studio allocation process. While certain studios may receive higher demand, this is addressed by the preference-based system, which helps distribute students more equitably across all options.

Solutions to address the problems:

- To address the challenge of ensuring fair distribution among highly demanded studios, a transparent and systematic allocation process is implemented. The preference-based system is combined with an algorithm that balances students' previous performance, overall percentile, and the demand for specific studios.
- To ensure that students understand the selection process and make informed choices, detailed guidelines and explanations are provided regarding the studio allocation criteria.
- The faculty continuously collects feedback from students about the studio selection process to identify areas for improvement.

Best Practice 02: Faculty Portfolio System

The Faculty Portfolio system aims to offer a comprehensive approach to faculty development and institutional progress, fostering a dynamic and impactful academic environment.

Context:

A Faculty Portfolio System is a dynamic framework within educational institutions where each faculty member is assigned a portfolio aligned with their areas of expertise or academic interests. This system is not just about tracking academic credentials or publications; it involves a more holistic approach, allowing faculty to take leadership roles in specific areas such as workshops, conferences, exhibitions, and other academic or professional events.

These portfolios can cover a variety of areas such as curriculum development, professional development of peers, research initiatives, community outreach, and collaborations with industry.

Assigning faculty members to portfolios aligned with their expertise or interests helps ensure that they are not only passionate about their work but also possess the skills and knowledge necessary to lead these initiatives effectively. This results in high-quality events and activities that are meaningful and impactful.

Objective of the system:

The primary objectives include:

- Aligning Faculty Expertise with the Institutional needs
- Ensuring Professional development
- Fostering collaboration and innovation
- Community outreach and engagement through academic and practice-oriented ventures

The Practice:

- The Faculty Portfolio System represents a strategic and holistic approach to faculty development, helping institutions tap into the full potential of their academic staff. By assigning faculty to areas aligned with their expertise, the system encourages professional growth, fosters collaboration, and ensures that faculty are actively engaged in contributing to the academic and professional community.

- A meeting with the IQAC is held prior to the portfolio assignment, followed by one-on-one orientation sessions to explain the nature of the work, the targets to be achieved, their priority, and their significance for the organization.
- The work assigned is reviewed by the IQAC panel at the institution in relation to the established targets, their achievement, and the identification of any gaps. This approach also fosters a solution-driven and innovation-oriented mindset.
- The review is scheduled based on the targets set, taking into account the time required to achieve the goals, and includes a quarterly progress tracking.
- The faculty, supported by the institution, actively engages in diverse initiatives such as workshops, community outreach programs, academic exchanges, institutional collaborations, and exhibitions. These efforts aim to raise awareness, share knowledge, and address contemporary challenges effectively.

Problems Encountered:

Since the faculty portfolio system encompasses various aspects related to the institute's growth, challenges related to finances were encountered. Additionally, balancing the roles and responsibilities alongside the teaching load was another challenge observed during the reviews.

Solutions to address the problems:

To overcome the challenges, prioritization of funding and a list of activities were decided and finalized at the start of the academic year, with each portfolio being allocated a specific budget. Faculty presentations explaining the use of funds were also included and discussed during the review and allotment process. Additionally, teaching loads were calculated in relation to the roles and responsibilities of each portfolio, and timelines were planned accordingly.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

- **Transforming Liability into Strength:**

Dr. B N College of Architecture is a women-only educational institute. In the institutes early years in 1990's, being a girls' college offering an Architecture course was viewed almost as a liability by the educational fraternity. BNCA has however not only managed but to thrive under such circumstances. The institution since its establishment has proudly embraced its unique identity as a women's-only college, viewing it as a strength that sets it apart from others. Over the years, the alumni of BNCA have made their mark in various fields, and also branched out beyond architecture into allied disciplines. This diverse range of career paths highlights the adaptability and versatility of the institution's graduates, further cementing the college's reputation for fostering capable professionals.

- **Women Empowerment: Faculty, Admin and Other Staff:**

BNCA, part of Maharishi Karve Stree Shikshan Samstha, has championed women's empowerment for over 125 years. The college has a predominantly female faculty, with women making up 65% of the teaching staff, including six out of nine professors. The non-teaching staff ratio is also heavily female dominated, reinforcing the institution's commitment to women in decision making positions in academia and administration. Additionally, the college prioritizes women's security by employing female security guards, ensuring a safer environment for its students while providing employment opportunities for women. BNCA offers support initiatives such as an on-campus crèche and gym facility for faculty and staff.

- **Institute as a brave space:**

Our goal is to make the institution a brave space, rather than just a secure one, where students can explore and grow. To ensure an adaptable and dynamic teaching-learning experience, various initiatives are actively implemented at the institution: An only girls cohort of students gives them opportunities of exploring their unknown strengths, experiment and express without being judged by the other gender, and assert their capabilities for their future lives. The role of the teachers at BNCA has steadily changed towards being a facilitator and mentor rather than being a sage on the stage or a fly on the wall.

- **Local and Global:**

We believe in teaching and learning beyond the curriculum. We focus on aspects like Environment, Ecology, Climate-change, and Culture that largely determine the nature of the built-environment. Through a range of initiatives, including projects under the UN Academic Impact program, student clubs like Vanaja, the Center for Cultural Studies (CCS), Live on Katta (LOK), and EduTech (an initiative by the Archineering Cell), we encourage students to deepen their knowledge and shape attitudes about the nature of architecture. Our local and global collaborations expose students to real life issues and challenges where they understand the futility of global without local.

• **Celebrating Womanhood:**

Womanhood is celebrated at many levels. Whilst the core subjects in the curriculum are not gender specific, many practicing women architects are invited to give a gender specific perspective of architectural practice. Many of our jury members are lady architects from the field, some of them alumni of our institute. Apart from academics, our students are encouraged to participate in many competitions like NASA (National Association of Students of Architecture) where they are engaged in various activities and compete with coed college groups.

Our students also excel in performing arts, with all-girls teams standing out in events like Purshottam Karandak (inter-college drama competition), and participate in cultural events playing Dhol and Taasha- traditionally male-dominated activities. In inter-collegiate sports, many of our students participate in individual and team events and excel (eg Damini Sports, Shear Force, Maidan e Jung, etc.). The institute emphasizes holistic development through programs on financial security, self-defense workshops, and lectures on health and nutrition.

BNCA however does not intend to train our students to replace the "male" but rather to find their own unique strengths and perspectives, and cast their identities as empowered professionals of the built environment.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

In the past five years BNCA has managed to establish a number of systems such as IQAC, Alumni Cell, Research Hub, Teaching and Learning Laboratory - These systems have helped us to structure our efforts and allocate resources in a judicious manner. We have recognised our existing policies such as emphasis on experiential learning and decentralised system of governance as key to our continuous improvement.

Our pedagogy has been informed by T+L Laboratory. Development of teaching tools, Designing Rubrics as an aid for framing the capstone project and offering Choice based Design Studios to students are some of the key instructional interventions.

Concluding Remarks :

MKSSS's Dr. Bhanuben Nanavati College of Architecture for Women (BNCA), founded in 1994, is dedicated to empowering women professionals in architecture. BNCA offers a comprehensive range of programs, including B Arch, M Arch (Landscape, Environmental, Digital Architecture), PhD, and B Des.

Criteria 1: Curriculum and Pedagogy BNCA follows SPPU's curriculum, with faculty involvement in curriculum feedback through subject committees. The teaching approach includes problem-based learning, offering a choice-based studio model that addresses design ethics and climate-responsive approaches. Industry connections through guest lectures and internships enhance practical learning.

Criteria 2: Teaching, Learning, and Evaluation The Teaching Learning Laboratory supports innovative pedagogy, incorporating cognitive and experiential learning. Facilities include smart boards and Moodle LMS for content management. Regular feedback mechanisms ensure continuous improvement.

Criteria 3: Research, Innovations, and Extension Research is fostered through the BNCA Research Hub, encouraging collaboration, publications, and hosting national conferences. The Innovation Cell focuses on intellectual property awareness and project identification. Community initiatives include the NSS cell and settlement studies, connecting with local communities.

Criteria 4: Infrastructure and Learning Resources BNCA's infrastructure features modern labs (e.g., Digital Fabrication, Environmental, Acoustic), a large library with over 10,000 books and e-resources, and accessibility features such as ramps and lifts. Maintenance is supported by dedicated teams and policies for IT and facility upkeep.

Criteria 5: Student Support and Progression Students benefit from scholarships, travel grants, and an active student council. Career guidance is provided, and cultural and sports events promote holistic development. Alumni involvement through the Alumni Cell fosters career connections and mentorship.

Criteria 6: Governance and Institutional Values BNCA's decentralized governance includes a portfolio system aligning individual and institutional goals. IQAC monitors instructional quality and encourages workshops and

discussions. Faculty welfare and budget planning support a positive work environment.

Criteria 7: Sustainability and Inclusivity The college prioritizes sustainability with rainwater harvesting, solar panels, and waste segregation. Accessibility is ensured with features like lifts with braille numbers and designated parking. Activities promote environmental and constitutional awareness.

We are prepared for and look forward to implementation of the National Educational Policy in the course of Architecture.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 35 Answer After DVV Verification :27</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1411</td> <td>687</td> <td>985</td> <td>596</td> <td>631</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>849</td> <td>457</td> <td>985</td> <td>493</td> <td>313</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1411	687	985	596	631	2022-23	2021-22	2020-21	2019-20	2018-19	849	457	985	493	313
2022-23	2021-22	2020-21	2019-20	2018-19																	
1411	687	985	596	631																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
849	457	985	493	313																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 810 Answer after DVV Verification: 750</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : Input edited as per clarification document.</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p>																				

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
80	81	73	77	66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	40	45	38	44

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	76	76	84	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	58	58	58	0

Remark : Input edited from supporting document.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	12	10	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	10	9	8

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

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

Answer before DVV Verification:

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

35.08530 98	0.25	0.1	0	2
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17.84	00	00	00	0.200000

Remark : Input edited as per sanctioned letter & utilization certificates provided in clarification document. Excluded amount which is received beyond in assessment period. HEI has not provided utilization certificate/audited statement of project Pneumatic Prototype Development for Garware Wall Ropes Limited, Pune (Ledger voucher is provided) & Urban Renewal Schemes in Core Cities: Is the Current Model of Cluster Redevelopment a Best Fit in Core Areas.

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

3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	25	20	4	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	19	20	4	8

Remark : Input edited as per suggestion given by HEI in clarification.

3.3.1 **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	05	06	06	02

Answer After DVV Verification :

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

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	39	16	07	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	03	06	01	02

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	15	09	07	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	08	00	01	0

Remark : Input edited from photographs & report of program provided in clarification document.

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Answer before DVV Verification :

Answer After DVV Verification :8

Remark : As per functional MOU, input edited.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
237	52	28	36	122

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
237	52	28	36	122

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
179	201	195	158	208

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
93	143	48	94	147

Remark : Input edited as per clarification document.

5.1.1 **Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1195	376	359	1085	907

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
866	376	359	903	907

5.1.2 **Following capacity development and skills enhancement activities are organised for improving**

students' capability

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the report input edited.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125	100	136	128	106

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
65	58	72	01	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
205	164	216	198	186

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
205	164	216	198	186

Remark : Input edited as per proof for placement & progressed to higher education.

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

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
33	2	17	6	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	2	3	0

Remark : Input edited as per certificates and awards.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	13	14	18	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	2	1	1

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

6.3.2 **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	72	72	72

Answer After DVV Verification :

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

Remark : HEI has not provided proof of payment(Receipts / vouchers) on financial support. So input edited.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
71	75	47	75	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	47	14	71	26

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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6.5.2 Quality assurance initiatives of the institution include:

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

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

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

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

	<p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per clarification document.</p>

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 82 Answer after DVV Verification : 78</p>