



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE

SOUTH SHIVAJI NAGAR, SANGLI-MIRAJ ROAD, NEAR INCOME TAX OFFICE,

SANGLI

416416

www.abcasangli.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri. Vasantao Banduji Patil Trust was established in 1971 by Late Shri. Appasaheb Birnale. Under this trust, the first ayurvedic medical college started in 1981. In 1985 first un-aided Pharmacy College, in 1992 Paramedical courses, in 1996 A.B. Public School (CBSE) and 2009 Appasaheb Birnale College of Education were started by former chairman Shri. Babanrao Birnale. In 1993, the Appasaheb Birnale College of Architecture was established. All the institutes are pioneers in their own field in the Sangli district.

The trust has established its own stamp in the field of education over the last many years. This was the first Architecture College in the district, with a legacy of 30 years. The institute offers a five-year full-time bachelor's degree programme in architecture. Since 2018, we have started a two-year full-time Master's Degree Programme in Architecture. Our institute is affiliated with Shivaji University, Kolhapur and approved by the Council of Architecture (COA).

The institute is situated in the prime location of the city Sangli, which is very well connected with rail and road for intercity and intracity communication.

We have large Alumni base who are successful in the field of Architecture and allied in the region, country and abroad. We impart quality architecture education with ethical qualities of life by which students stand out from the rest in the society.

Since last 30 years, we have maintained up-to-date skills and knowledge in the education base, which helps students easily cope up with their practical life after completing the degree programme.

The Institute has a purpose to start the master's programme to not only limit the academic knowledge but also to make professionals aware of the deep thought processes in the various specialised fields. So that when they apply it in practice, it will be beneficial to the society.

Vision

Architecture and planning are the backbone of the built environment. Our institute is committed to developing the students with diverse perspectives and ideas that generate sustainable architecture concepts and innovations which led towards human sustainability on the planet earth.

Mission

To strive for quality architecture education by enhancing and preserving the ethical values of life and profession among the students. Our focus is to develop the concept of UASI (understanding, analyzing, synthesizing, and innovating), which is the base of quality education and a strong pillar of education in architecture. Such a concept of education leads towards the development of sensitive and responsible professionals for the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The pioneer institute in the district in the field of Architecture education

- A legacy of 30 years in architectural education
- Located in the prime area of Sangli City, with excellent rail and road connectivity, as well as inter and intra-city connectivity.
- Strong financial support from the trust.
- Up-to-date physical infrastructure with all required facilities.
- Taking care of hygiene and cleanliness is the top priority.
- Hybrid governance system.
- Qualified and experienced faculty with a well-maintained student-staff ratio.
- All the faculty members, as well as the whole physical infrastructure, are well equipped for the contemporary teaching and learning process.
- Playing a leadership role in the university and other autonomous institutes in BOS Board of Studies).
- Student-centric teaching and learning processes with the support of co-curricular and extracurricular activities.
- Imparting the role as a societal concern through various projects—open space development, heritage building documentation, etc.
- Emerging concept of placement cell for Aspiring architects.
- Emerging concept of a consulting cell for the student's benefit of practical knowledge.
- Post-graduate program in architecture.
- Well-equipped and experienced supporting Non-teaching staff.

Institutional Weakness

- Lack of foreign and intra/inter-university collaborations for students and faculty exchange.
- Less focus on research and publications.

Institutional Opportunity

- Strong networking with alumni to develop placement activity, and to enhance academics.
- Focus on research and publications in the UGC care listed and Scopus-indexed journals.
- To strengthen the consultancy cell.
- Exposure to the students in multidisciplinary and interdisciplinary sectors to build their career strongly.

Institutional Challenge

- Emergence of a Placement Cell.
- Student and faculty exchange in inter- and intra-universities and states.
- Collaboration with various allied industries.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The Appasaheb Birnale College of Architecture effectively implemented the curriculum planning prescribed by Shivaji University Kolhapur, to which we are affiliated. Curriculum is delivered effectively through a well-organised academic calendar that has a fusion of curricular, co-curricular and extra-curricular activities throughout the year. From the last four years we are implementing B. Arch. and M. Arch. program of CBCS pattern.
- Continuous internal assessment is planned for each subject and at each level, which indicates the growth and development of the students in academics. This system helps to work on a clear indicator of marking analysis for justification of the students work.
- Value addition to the existing curriculum, we started the NPTEL Swayam local chapter in 2018 with a duration of 4–12 weeks. These online value-added programmes offer 24 different categories of courses under the architecture and allied interdisciplinary heads. According to the UGC credit point system, the same courses get the same UGC FDP certification grade.
- MOOC courses are also made available for the students to support and enhance their curricular and professional aspects.
- Different electives at various levels of the programme are plugged-in by which students can benefit by getting knowledge of core cutting-edge issues in society like the environment, sustainability, etc.
- The institution conducts various activities, workshops, seminars, and celebrations to support curricular activities at the same time to develop different life skills through these kind of programmes. At the final year for each student, project work has been assigned, which reflects the overall journey of his earlier 4 years of academics. Site visits and case study visits are organised wherever necessary in the curriculum. Internship is a mandatory part of the B. Arch. and M. Arch. Programme curriculum by the Statuary Regulatory Authority (SRA) i.e., the Council of Architecture (CoA).
- Institution implemented a feedback system for students, teachers, alumni, and non-teaching staff. Further, it has been analyzed and action has been taken, which helps to strengthen the healthy environment among all stakeholders.

Teaching-learning and Evaluation

- Teaching, learning, and evaluation are at the heart of the institute. The institute runs the Shivaji University syllabus and course outline.
- Enrollment of the students has been completed under the admission process conducted by the state government, which specified norms and guidelines about the number of seats for each category. The aptitude test for this admission process is always conducted by the statutory regulatory authority, the Council of Architecture.
- The student-teacher ratio is 1:10, as prescribed by the Council of Architecture and being followed by the institute. Because of this ratio, 1:1 discussion and mentoring is possible, while at the same time, teachers are able to focus on the quality of teaching and learning process.
- Totally student-centric method is applied for teaching and learning, and all the faculty are well equipped with knowledge of ICT and use it effectively in the classroom.
- Various teaching learning methodologies like lecture delivery, discussion, and elaboration of topics based on lateral and parallel thinking, group work site visits, on field studies, study tours, analysis, and direct involvement of students through seminars and workshops are used to enhance the teaching learning process.

- All the faculty having strong profiles with post-graduation degrees and are highly experienced in teaching as well as in their professions. So that students can take advantage of the parallel academic and practical learning processes.
- The architecture programme has theory and studio drawing and designing subjects at each level. Continuous assessment, pre-final, and final assessments are the broader stages applied to each subject.
- Throughout last 30 years, the institute's students have won the gold medal in their final year, and many students have ranked at top 10 list under Shivaji University. The passing percentage of the students is more than 90%, each year on average. This student performance is the quality indicator of teaching-learning, and evaluation system.
- Another method to identify the quality indicator of the teaching-learning, and evaluation system has been done through a feedback system that is guided at each stage to develop the teaching, learning, and evaluation process.

Research, Innovations and Extension

- Research and innovation are integral parts of any education system. Our institute has a PhD holder, who is the first PhD holder in the Shivaji University under the architecture branch and she is the head of the Institute, and one faculty member is pursuing PhD. Nowadays, our institute has started to plant the seeds of research at 4th and final year level among the students.
- At the 4th-year level, the curriculum itself introduces a subject as a research methodology, which encourages students to think about each array of academics from a research angle. At the final year stage of a project thesis guided on the basis of research methodology, our institute is encouraging the students and teachers to write research papers at various levels of conferences, journals, etc. Head of the institute had seven copyrights through her research.
- Institute organized research methodology faculty training program of 5 days in collaboration with Statuary Regulatory Authority i.e., Council of Architecture.
- Three days of webinars on "Dissertation: An Approach towards Selection of Topic and Writing towards selection of topic and writing synopsis has been conducted by the institute".
- The curriculum itself included an internship for one semester in the B. Arch. Programme and two months in the M. Arch. Programme, through which all the students gained professional experience. At final-year level, each student has to tackle a thesis project individually that is based on Research Methodology.
- Various extension activities have been carried out every year, such as blood donation camps, open space development through nature clubs, documentation of heritage structures through heritage club, and many more activities.
- Organization and participation in activities such as guest lectures organised for gender issues, Swachh Bharat, e-waste collection, etc.
- Through research, our institute head has earned fellow membership in the Institute of Urban Designers India (IUDI).
- Our M.Arch. Programme is based on Research Methodology approach, with the subject itself included in the curriculum.

Infrastructure and Learning Resources

- The institute provides up-to-date infrastructure, which enhances the teaching and learning process. The institute is well equipped with physical and ICT infrastructure.

- Curricular and extracurricular activities like cultural, sports, and yoga with adequate facilities
- Wi-Fi facility throughout the campus.
- All classrooms and studios are equipped with L-CD projectors. A smart hall and auditorium of 200 seats with ICT facilities is an important aspect of infrastructure.
- The whole campus is under CCTV surveillance.
- One of the best library of architecture is our institute in this region. The library is managed through ILMS software. Along with traditional patterns of library use, our institute also has a number of collections of eBooks' and e-journals.
- Our library has rare books and manuscripts, which are integral parts of architecture.
- During the pandemic period, institute started an electronic library for the students, which was beneficial during the lockdown period and all allied facilities required for teaching and learning support are available.
- The student computer ratio is maintained according to SRA, i.e., the council of architecture and Shivaji University.
- All physical structures and their infrastructure are completed according to the norms and standards specified by SRA, i.e., the council of architecture and Shivaji University, Kolhapur.
- Regular and periodic maintenance of all physical and IT infrastructure is done by the institute to keep the educational and physical environment healthy and vibrant.
- Excluding the salary component, the institute has special provision in its budget for all physical facilities and academic support facilities, which helps to maintain an up-to-date teaching and learning environment.

Student Support and Progression

- Institute is always trying to make available all government and non-government scholarships and free ships. Installment provided in fees is made available for the students.
- Capacity building and skill enhancement initiatives are taken by the institute through soft skills, languages, communication skills, life skills and ICT skills.
- In Soft skills Institute focuses on team building in between students at horizontal & vertical level at the same time. The institute tries to enhance student's personality with different languages like German.
- Specially focus on communication skills which build the confidence between the students'.
- Life skills like yoga is part of an audit courses run under the guidance of Shivaji University. Number of different competing skills required for contemporary lifestyle as well as for the profession of architecture are the part of a curriculum.
- A number of students are benefited each year by the career counselling and guidance by our faculty and guest experts. Students appear for the CET, GATE, IELTS, GRE and TOEFL for post-graduation in architecture.
- The institute has an anti-ragging committee and an internal complaint committee established under the guidelines of statutory bodies/regulatory bodies. Under the orientation of these committees various awareness programs have been organized.
- Architecture program is a professional course. 100% students are placed as self-practice that is the main source of employment, many students are pursuing higher education in India and abroad each year. Large Number of students are appearing and qualifying State/National / International level examinations for their higher education.
- NASA is a national activity, Youth festival University level activity in which institutes students are participating every year. Number of awards won by students at National and University level in sports, cultural and in other activities. Most of the students of an institution participated every year in sports

and cultural programs.

- Institution has registered alumni association through which the number of Alumni contributes to the institute for academics as well as in profession in any way.

Governance, Leadership and Management

- To develop the students with diverse perspective ideas that lead to innovations and sustainability, to strive for quality architecture education that leads to the development of sensitive and responsible professionals for the society, are the key pillars, i.e., the vision and mission for which the institute is bound to work. Students, teachers, non-teaching staff, the principal, and management—all stakeholders—should follow the path of vision and mission.
- Administrative and academy centralization of work maintains work distribution balance and coordination of the whole system. Various committees are developing a framework to manage all heads of work and maintain quality at every part of the institution's work. Various e-governing methods and ICT tools are used to manage and work whole systems in a systematic manner.
- The Institute has a well-equipped administrative setup, and with effective non-teaching staff, all the rules and regulations required to maintain ethical values at the workplace are implemented.
- E-governance is operated in administrative finance and accounts, and student admission and examination, PF, gratuity facilities are available for faculties.
- Financial support to attend conferences and workshop that has been provided to teachers by the management. The maximum number of teaching staff participated in the faculty development programme every year.
- The institution has various strategies for mobilization and optimum utilization of resources and funds. The academic coordinator is appointed to coordinate all academic activities. Now, IQAC is significantly working on various academic arrays for quality education.
- Periodic meetings for strategic planning and development planning have been conducted by academic coordinators.
- Shivaji University conducted an academic audit, in which the institute received an 'A' Grade.

Institutional Values and Best Practices

- The institute focuses on academics (Teaching-learning process), at the same time , the institute tries to root the values of social responsibilities in students through gender equity, national/international commemoration days, environmental sustainability awareness, and green initiatives that contribute responsible and sensitive professionals to the society.
- Focus on gender parity through organizing awareness programmes under the internal complaint committee. In every aspect of the organization of events, celebrations, and other activities, equal weightage is given to girls and boys.
- All festivals are celebrated in the college to help students understand different cultures.
- As our institute is of architecture, we are at the frontier of environmental and sustainability awareness.
- Use of LED lights to minimize the light bills and reduce energy consumption.
- All classrooms and studios have natural light and ventilation throughout the day, which also helps to reduce electricity consumption.
- Management of dry and wet waste
- Trees are planted at the periphery of campus.
- Groundwater recharge through rainwater harvesting is properly designed.

- E-waste management has been initiated by the institute.
- Provision of facilities for people with disabilities, such as ramps, specially designed restrooms, and wheelchairs.
- Energy and environmental audits are regularly undertaken by the institution.
- Our institute has a base in an architecture and is helping the city municipal corporation for the development of open spaces in the city.

Best Practices- I

Best practices have been established as part of the Heritage Club Initiative over the last many years to help conserve and preserve the historic buildings that have historical, social and architectural values. Every year we contribute at least one structure documentation that is under the conservation of heritage structures. Maximum students participate in this activity.

Local chapter formations of NPTEL, Swayam, and promoting students to engage in such types of teaching and learning initiatives that enhance their all-around knowledge of interdisciplinary fields

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE
Address	south shivaji nagar, Sangli-Miraj road, near Income tax office, sangli
City	Sangli
State	Maharashtra
Pin	416416
Website	www.abcasangli.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Arundhati Pravin Wategave	0233-2322336	9359558258	-	contact@abcasangli.edu.in
IQAC / CIQA coordinator	Geetanjali Atul Daptardar	0233-2320294	9822534089	-	geetanjali@daptardar@abcasangli.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	04-07-2022	12	from the academic session onwards reg

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	south shivaji nagar, Sangli-Miraj road, near Income tax office, sangli	Urban	2.08	2526.16

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,Bachelor Of Architecture	60	NATA GRE HSC SCIENCE	English	80	38
PG	MArch,Master Of Architecture	24	MHCET B.ARCH	English	20	3

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	2				6				20			
Recruited	0	0	0	0	1	0	0	1	5	2	0	7
Yet to Recruit	2				5				13			
Sanctioned by the Management/Society or Other Authorized Bodies	3				7				21			
Recruited	2	1	0	3	5	2	0	7	12	9	0	21
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				16
Recruited	11	5	0	16
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				1
Recruited	1	0	0	1
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.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	4	1	0	6
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	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	3	1	0	10	10	0	25
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
		6	4	0	

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	109	1	0	0	110
	Female	157	1	0	0	158
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	6	0	0	0	6
	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	5	6	6	4
	Female	9	9	8	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	22	33	17	15
	Female	18	12	18	20
	Others	0	0	0	0
General	Male	94	92	88	77
	Female	169	205	192	198
	Others	0	0	0	0
Others	Male	6	5	2	3
	Female	8	8	6	7
	Others	0	0	0	0
Total		331	370	337	329

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<ul style="list-style-type: none"> • Architecture education since its initiation in our country has been multi-disciplinary amalgamation few paralleled and lateral fields into its field making it more versatile and holistic. • The NEP 2020 which also talks of a similar structure will further liberate architecture education. • COA is the SRA has marked to measure an interim report on NEP which will be implement as early as possible. • Our institute is a single discipline institute offering single programme is expanding horizontally to offer multiple disciplines as perish. • Already we have started post graduate programs which includes different parallel/lateral fields. • We are offering choice based credit based system which includes
--	--

	<p>environmental education as environmental studies, environmental planning and design, climatology, etc.</p> <ul style="list-style-type: none"> • As our institute is offering single program however we have sister institutes under our management with other disciplines accordingly we are thinking restructuring the program to enhance different array of life. • We will try to transform the current education system to more quality of education and strengthen the program. • To facilitate multi-disciplinary undergraduate education we can offer multiple entry and exit provisions to the candidate. <p>From last decade our institute has planned various aspects of multi-disciplinary approach at every level. At 2nd year level we have art focused elective as Art Appreciation at third year level Interior Design is one parallel field we introduced as elective. At 4th year level Building Conservation, Project Management like electives are introduced to promote multi-disciplinary and interdisciplinary approach which is now added in NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>A.B. College of architecture is affiliated with Shivaji university is based on choice based credit system. The whole programme is fixed with each semester along with particular credits. Compilation of all semester's credits is the fixed academic credit system which bind the learner to finish at every stage. In the next syllabus framing stage we will suggest University about Academic Bank of Credits with reference to the following criteria:</p> <ul style="list-style-type: none"> • Candidate entering after SSC having option of 3+2+2 or 3+3+1 to acquire professional degree. • Candidate entering after HSC having option of 3+2 , 4+1 or 3+3 to acquire professional degree. • Candidate entering after bachelor's degree having option 1+2 to acquire professional degree. <p>Category A- Candidate will have three exit options after 3 years (Diploma). Further 3 years for Diploma in other than Architecture / 2 years for Diploma in Architecture (UG Degree). Further 2+1 years (PG Degree Professional) Whereas, Category B- will have two exit options after 4/3 years (UG Degree) further 2/1 years (PG Degree- Professional) Undergraduate degree program can be of three or four year duration after 12th std. Three years degree program may offer major in Architecture while the four year program with fourth year dominated by research, may offer honors in Architecture. However both will not be considered as</p>

	<p>degree sufficient for registration. Completing one year additional year bachelor's professional degree of 2 years post graduate degree in architecture will lead to partial completion of requirements for registration as an Architect.</p>
<p>3. Skill development:</p>	<p>To strengthen the vocational education and soft skills of students we have inserted various courses at every level of program. At first year level Communication Skill course is added to enhance the communication. At 2nd year level Art Appreciation course is added to integrate the parallel field with main Stream education. Likewise at third year level Interior Design and at 4th year Building Conservation, project management, Urban and Regional Planning like interdisciplinary courses are inserted to strengthen the vocational and allied skills required for all-around development of the student. Other allied skill courses are made available to the students through online mode. Various workshops, seminars and events have been organized to create and develop the awareness about different values of life. Insertion of various courses in the vocational and allied interdisciplinary courses at various levels of program is the good practices in view of NEP 2020.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Basically architecture program of Bachelors and Masters are designed in English language throughout media. As our college is located in the state of Maharashtra, we are using coping mechanism of bilingual mode that is English/Marathi for classroom delivery. Following are the efforts of the institution to preserve and promote Indian Knowledge system 1. Indian art through adding interdisciplinary course as Art and Appreciation. 2. Indian ancient traditional knowledge - Insertion of course as History of Indian Architecture which introduces ancient traditional knowledge with reference to Temple Architecture, various ancient monuments and structures. 3. Indian culture and traditions - Throughout the program we make aware the students about the contextual design approach of build environment which inculcate the conservation of Indian culture and tradition, institution pertaining to appropriate integration of Indian knowledge system. 4. Formation of Heritage club is the appropriate integration of Indian knowledge system in which we are contributing to conserve and preserve the various build forms and species with support of center and state government</p>

	guidelines.
5. Focus on Outcome based education (OBE):	To assure the quality education and development strong base for the budding professionals following strategies are applied by the institution. • Weekly review and assessment of each subject on each topic. • Continuous assessment system throughout the semester is been applied which shows the progression graph of the student work and understanding. • One to one discussion at various studios and doubt clarification. • Open book test and tutorials are conducted as part of syllabus to ready for the final examination.
6. Distance education/online education:	Our institute established NPTEL Swayam local chapter in December 2018 (College ID 2322). Chapter is coordinated by IIT Madras. These courses are of 4 weeks -12 weeks duration. Architecture and Planning discipline covered more than 24 different categories of courses. Since 2018 66 enrollments and 35 registrations and certifications are done. According to UGC credit point system some courses get UGC FDP certification grade. Apart from this, online MOOC courses are added as a part of routine academy which is enhancing student's multi-disciplinary / interdisciplinary skill.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in December 2022.
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?	Sr No Year Faculty Co-Ordinator Student Co-Ordinator 1 2022-23 Ar. Tanmay R. Khanjire Omkar B. Shinde
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	We as a Faculty were the part of District Election Administration in Conducting Poll as a Presiding Officers & Poll Officers.

<p>citizens, etc.</p>	
<p>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.</p>	<p>Constitution work of art is Project Initiative taken by Adv. Rohini Apte to express ideas about Constitution of India in which Ancient & Traditional aspect of Art which is in Pictorial presentation which depicts different eras. The exhibit is displayed in Sangli Central Library. We as a Faculty from our college, worked voluntarily to create awareness among the society.</p>
<p>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.</p>	<p>Voter registration drive conducted at Institute for the students.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
305	349	319	302	301
File Description		Document		
Upload Supporting Document		View 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: 48

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	41	39	36	30

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
62.45	77.14	70.48	44.41	30.39

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:

Appasaheb Birnale College of Architecture commenced in 1993, offers undergraduate (B. Arch.) programme and post-graduate (M.Arch) programme in the year 2018. Appasaheb Birnale College of Architecture, Sangli is affiliated to Shivaji University, Kolhapur (SUK) and effectively implements the curriculum designed and approved by Shivaji university.

At Appasaheb Birnale college of Architecture, effective curriculum delivery can be ensured through a well-planned and documented process are into account the unique needs of the students. Following are some steps that an institution can follow to ensure effective curriculum delivery:

Every academic year, the Principal conducts a meeting with the faculty before the academic begin to identify and devise methods for efficient curriculum development and delivery. The academic calendar, timetable, and allocation of the faculty members' teaching responsibilities are then distributed by the concerned faculty and the class teachers. Every academic year, the institution notifies students of the academic calendar, which includes vacations and the date's examination for current curriculum. The academic calendar is created under the guidelines of University's calendar.

The Academic Committee prepares an Academic Calendar before commencement of each academic year, outlines major events and timelines inclusive of commencement and end of semesters, Examinations and other related activities. Subjects are allotted to the faculty at the beginning of each semester. This is done by the in charge faculty of the institution in consultation with the Principal based on the competency matrix of each faculty.

Time table is prepared by the faculty team and the same is approved by the Principal and displayed to faculty members and students on their respective notice boards. Each course in the program should have a detailed syllabus that outlines the learning objectives, course content, assessment methods, and evaluation criteria. The syllabus should be designed in a way that aligns with the curriculum framework and the program's learning outcomes.

A lecture plan in the proper format must be submitted by each member of the faculty. Then teaching plan has been properly reviewed. The institution adopts student-centric teaching approach by planning and implementing policies for teaching learning process. By developing and putting into place regulations for the teaching and learning process, the institution uses a student-centric teaching methods.

The internal evaluation process is open and comprehensive, covering all areas of learning. Even CBCS pattern syllabus has been introduced by university. A student centric educational paradigm, popularly

referred to as Choice Based Credit System (CBCS), provides students with a fantastic opportunity to learn courses & subjects of their choice – core, optional, open or global electives, & skill-based courses. The institution establishes a clear and objective process for assessing student learning outcomes and evaluating the effectiveness of the curriculum delivery. This is through regular assessments, assignments, and exams. Events which are organized and conducted by the institute are communicated through display on notice boards and through messages sent on social media and institutes website. Thus Appasaheb Birnale college of Architecture can ensure that its curriculum delivery process is effective and aligned with the needs of the students.

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: 63

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: 44.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
285	195	144	70	00

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:

A.B.C.A. Curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students. Various activities are organized throughout the year as part of the curriculum that helps in this endeavor.

1.Gender Sensitivity:

Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective.

Free counseling services are provided through a Counseling Cell. Gender sensitization camps are organized in college that include, women's rights, human rights, gender justice and gender equality.

Compulsory core courses along with the wide range of community outreach programmes that include health and hygiene camps.

To promote gender equity among the students, Institute supports flexible seating arrangements in the class rooms, equal representation of both genders in the leadership positions of class and college level committees, curricular and cocurricular activities. The Institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect.

Apart from the above, the Institute organizes various awareness programs and activities on cross-cutting issues with the support of external organizations and experts. The A.B.C.A.activities, Swachh Bharath

Abhiyan, blood donation and health awareness camps conducted by Youth Red Cross Unit play vital role in promoting inclusive environment towards regional and socioeconomic diversities among students making a Positive difference and shaping them into wholesome professionals.

2. Environment and Sustainability

A.B.C.A.Promotes environmental protection through tree plantation and other sustainable development programs. Various activities like quiz and poster competitions, invited talks are organized to create awareness about nature, biodiversity, environment and sustainability. Different activities have been initiated by the college to save environment such as Cleanliness Campaigns at Temple places, Bus and Public spaces etc.

University prescribed this course for creating awareness and developing importance of environment among students. Awareness about Environment is necessary for the protection of the environment and survival of human life.

3.Human Values and Professional Ethics

To create scientific approach and social awareness among the students, lectures and quiz, essay, etc. The college takes efforts for integration of ethical and human values through extra-curricular activities. Guest lectures on value education have been organized for students. National festivals like Independence Day and Republic Day serve as a platform to enliven patriotic and moral values. Different social activities have been initiated by the college like Health and Hygiene awareness programs, Medical check-up camps, AIDS awareness programs, Voter's awareness program, Road safety Campaign, Blood donation camps, etc.

These subjects provide free environment for inculcating values and developing ethical competence among the students. It is in response to a long- felt and urgent need to integrate value education with decision making skills in their personal, social and professional life.

The primary objective of this course is to ensure that the students have knowledge of the constitution, fundamental duties and rights of citizens, professional ethics and the responsibilities of engineers.

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: 23.93

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

Response: 73

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: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

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
Provide Links for any other relevant document to support the claim (if any)	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: 67.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	92	44	86	80

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
108	108	100	100	80

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](#)

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

[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: 31.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	24	17	21	20

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	71	38	75	59

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 8.97

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:

Architecture practice is used to meet both practical and expressive needs, and therefore it serves both utilitarian and aesthetic purposes, so education emphasizes all three parts of experience learning, participatory learning, and problem solving. The process of education demonstrates essential understanding and application of architectural formal + spatial concepts as they relate to human experience. All of the faculty are practicing architects who are passionate about academics and work hard to bridge the gap between professional practice and academics.

EXPERIENTIAL LEARNING:

Experiential learning always provides physical involvement and practical training to explore the architectural process, which develops knowledge, clarifies problems, and aids in actual implementation. Field trips, site visits, case studies, workshops, practical training, construction yards and demonstrations provide hands-on experience with theoretical understanding.

PARTICIPATIVE LEARNING:

This opportunity can be realised by using an instructional design strategy that encourages students and emphasises learning-by-doing. Field trips, Settlement Studios and National/International Tours, NASA, design competitions and so on. Co-curricular and extracurricular events are organised to provide students with exposure to the area of architecture.

PROBLEM SOLVING METHODOLOGIES:

Problem-solving abilities are essential in the professional life of an architect. To develop these skills, the faculty creates problems in which a student must go through various stages with the assistance of Design Master Class, Vertical Studios, Group discussions in class, Final year thesis projects, ongoing construction works, and so on, which improves their communication skills, technical knowledge about the given topics, confidence level, and so on.

ICT enabled tools for effective teaching-learning process

- Using the ICI tools makes learning more experiential. The faculty members bring in professional / practical knowledge of architecture by using ICT for effective teaching with various E-learning resources such as Google classroom, online videos, and movies over architecture through movie club, e journals, power point presentation, audio visual aids, e library, whatsapp, and so on for advanced knowledge, practical, and participatory learning.
- The college infrastructure consists of 9 studios, 5 classrooms, and a smart class equipped with sophisticated projectors.
- Wi-Fi is available throughout campus to assist students in meeting their academic obligations.
- The college provides separate computer laboratories for UG and PG students that are well-equipped with relevant software and high-speed internet connectivity.
- Library has ILMS Software - (e-Granthalaya) managed by ACE LMS software which includes various modules like General Module, Library Dash Board, Periodical Reports, Acquisition ,Members data, Circulation, OPAC module.

File Description	Document
Upload Additional information	View 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

2021-22	2020-21	2019-20	2018-19	2017-18
34	41	39	36	30

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: 1.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	00	00	00

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

Planning:

The students have assessed with formative and summative evaluation methods.

The academic development committee prepared academic calendar of the each year which includes curriculum activities, progressive evaluation, and execution of all extra-curricular activities.

The **examination committee** monitored continuous internal evaluation process as per policy.

The committee Students and parents are informed of the evaluation procedure at the ABCA in Induction Program. The policy includes the significance of attendance, weekly evaluations of different assignments, case studies, site visits, surveys, the distribution of internal and external marks, and the precautions to be taken to address this issue are made plain to the students and parents. The evaluation process and criteria are explained to the students at the start of each new academic year.

The overall process of examination committee monitored by head of the Institute through meetings.

Execution process:

Internal examination committee consists of evaluation in accordance with academic calendar.

Evaluation process is conducted semester wise for each programme.

The students are informed in advance of the assessment criteria for each subject so they can plan and format their submissions appropriately.

For subjects that are theory- or design-oriented, the frequency of internal assessment varies. After studying the material, theory subjects are evaluated.

Transparency in evaluation process:

1. The final marking takes both the subjective and objective evaluations into account.

In front of the students, each student's work is evaluated individually.

1. Teachers talk with students on their performance and areas where they might be able to improve. The following criteria, which can change depending on the subject, are taken into account for students, assignments, group projects, student jury trials, site visit and settlement study reports, workshops, and seminars.

3. The final internal grading, which measures student development in the subjects, takes into account the overall attendance and performance of students over the semester.

4. Students are **assessed based on following criteria:**

- Timely Submission
- Presentation
- Understanding
- Performance and attentiveness

Grievance redressal system:

The college has well organized grievance redressal system. Every month, the findings of the student's internal assessment are communicated to the parents of late or absent students.

Students can directly approach to the teachers and examination committee for exam related grievances.

Grievances relating to assessments are sent to the academic division of the Institute, which is made up of the aforementioned team. The academic division of Institute serves as a mediator for all disputes related to university exams.

Students can apply for exam related grievance within fifteen days after declaration of results.

The Institute supports processes that:

1. Submission of a university form
2. Submitting the revaluation form
3. Obtaining university grade reports

Sorting out complaints such as name changes and mark modifications, etc.

Instructions are displayed on the Notice Board. To reduce disputes and complaints regarding exam-related concerns, a constant follow-up with the student has been taken through Grievance redressal system of Institute.

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

Architecture, is a discipline that satisfies both functional and expressive needs, and as a result, it serves both utilitarian and aesthetic goals. The Institute provided information on professional effectiveness, higher education, entrepreneurship, and the learning outcomes of its programme for students that fosters employable skills. These outcomes are primarily based on specifications for graduates of architecture programmes. After successfully completing the B. Arch level, the program's specific aims are intended to give students the ability to think critically, represent ideas visually, make decisions, and possess technical and professional abilities. The course aims to hone students' design abilities, teach them about various facets of architecture, and help them acquire a variety of talents. The various subjects are crucial and extremely important for any architecture student to study thoroughly can be bought into life and fall under three major components such as Design, Technology and Humanities.

Design:

By gathering, assimilation, and application of multidisciplinary information, design thinking develops. A significant design-related curriculum includes courses like Basic Design, Architectural Design,

Architecture Project, Landscape Design, Urban Design, and Town Planning. Design knowledge is acquired through linear and vertical subject linkages, which are necessary for the realisation of concepts. An interdisciplinary knowledge method is used to develop understanding of customs, Architectural History, Landscape Design, Urban Design, Sustainable Architectural Design and Vernacular Architecture. This improves their comprehension of architectural design as a whole. Understanding the concepts and principles of fundamental design is the foundation of the architectural design course. In order to develop a design solution, students learn to understand design as a creative process of decision-making, a statement of intent, and the connections between design, visual arts, building construction, climatology, building materials, and structure.

Technology:

The foundation of technical studies needed for architectural education is made up of the topics like, Building Construction Materials and Technology, Theory of Structures, Quantity Surveying, Practical Training, Building Services, Technical Communication, Working Drawing, Architectural Drawing and Graphics, Model Making, Surveying and Levelling. At every level of the programme organised by year, emerging building technological trends and considerations are stressed. With the development of analytical and logical thought processes, curriculum aids students in understanding fundamental concepts of construction and materials. Via technical drawings, students learn to articulate different graphical projections.

Humanities:

The knowledge base of the humanities is formed by courses including History of Architecture, Introduction to Architecture, Modern Architecture and Professional Practice. Through vernacular, semi-urban, and urban scale settlement studies, students are taught the ethical obligations of the architectural profession. The effects of culture and conventional values on the built environment are studied by students. Via assignments, knowledge in related fields is investigated to improve a comprehensive grasp of human habitat. Students learn about anthropology, sociology, linguistics, philosophy, history, and political science as well as the relationship between architecture and these subjects as they relate to human society, civilization, and culture with respect to time, space, and individuals. Students learn about the humanities in their courses and how important it is to comprehend human settlement patterns and architectural design.

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:

1. Periodic evaluations
2. Drawings - Presentation drawings, Construction drawings.
3. Attendance and fraction marking head
4. Architectural design portfolios.
5. PowerPoint presentations of different subjects
6. External Examiners appointed by Shivaji University
7. Results
8. Feedback from faculty members Juries conducted

1. Periodic evaluations:

The assessment of the work produced by students is evaluated at intervals. The course outcomes as prescribed by Shivaji University Kolhapur are evaluated based on the tasks performed by the students given through the assignment briefs.

2 Drawings:

Drawings are a crucial component of the program's outcomes as well as those from several courses like Graphics, Architectural Drawing, Building Construction Technology and Materials, Building Services, Working Drawings, and Architectural Design. These drawings are assessed and checked in accordance with the course requirements, and attainment is confirmed with regard to the content anticipated, as evidenced by the understatement in the drawings and presentation.

3. Attendance and fraction marking head:

Attendance in class in regular lectures helps students to understand the topic in detail and which helps them to get progressive markings.

4. Architectural design rendered portfolios and models:

The attainment of the Program specific outcome is dependent on the performance of the student in the course- Architectural Design. The scope of this subject in course spanned over First to Final year, in this subject shows the inputs from all other subject courses for that year. This subject clearly indicates the application of the other subjects; hence the attainment of program specific outcomes could be evidently seen in the final Architectural Design portfolio of that year.

5. PowerPoint presentations of different subjects:

Students must show their work in power point presentations for a variety of courses. These presentations

make sure that students have the presentation skills which are crucial for success in the workplace as well as the course and program information.

6. External Examiners appointed by Shivaji university:

Shivaji University appoints examiners for various courses for end each semester examinations. These examiners evaluate students work based on the Course outcome prescribed by Shivaji university. The evaluation and assessments by these examiners are conducted as oral examinations which is Viva-Voce and by checking the semester work of the students.

7. Results:

The Shivaji university conducts examinations at the end of each semester. The external examiners are appointed for these examinations to assess the final output of the students for each Course. The results are declared by Shivaji university. The student's success in these examinations ensures the attainment of the program specific outcomes.

8.Feedback from faculty members, Juries conducted:

Institute conducts juries where faculty members, practicing architects and professionals assess students work. The feedback of these juries is given to the students for improving the performance. These intermediate juries help students to attain the require course outcome and program specific outcomes.

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

2.6.3

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

Response: 97.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	60	58	22	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	60	58	24	31

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
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.7</p>	
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: 0

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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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:

We think that learning takes place outside of the traditional classroom. Since architecture is a professional field, we think that students should have a variety of learning opportunities available to them. The creative needs and ways to convey knowledge of this ecosystem typically differ because architecture education is fundamentally quite different from engineering or business education. We established a Design Cell to advance architectural design initiatives and serve as a bridge between academia and industry. Our students are allowed to contribute their creativity and design expertise to live projects for architectural design projects that benefit social organizations. Our Institute Head has done Copyright work on Research topics such as Responsive Design of Public Realms, Sustainable Urbanism, and Activity Mapping. The best of these concepts are chosen and presented to the clients by the students, giving them the opportunity to gain actual experience working on a design project as an architect.

Measured drawings of historically noteworthy buildings are also created and provided, when necessary,

to owners or social organizations through 'VAARSA- the Heritage Club'.

- For specialized creative inquiry, instructors and students connect one-on-one in a studio setting. Individually or in groups, students deliver their case studies or site visit reports to their fellow students and the lecturers in a presenting format.
- Before and after creative exercises, group discussions are encouraged. Subjects like contemporary architecture are taught in seminar format.
- Seminar Site visits and study excursions provide opportunities for learning through observation and documentation.
- During study trips, an interview format is used to learn from practicing architects and professionals as well as to gain information from the people during the settlement studies.
- The library is where students can consult printed materials while they are learning, or they can borrow the books for in-depth reading.
- Heritage walks promote awareness of our own cultural heritage.
- Sketching excursions are recommended to improve observational skills.
- Market research enables students to learn about the quality and price of the materials that are currently being used.

Ecosystem for innovation and transfer of knowledge focuses on two major parts:

1. Industry academia interaction

The institute hosts seminars and workshops to connect professionals from the business with students. An external jury made up of experts from the industry resolves each semester. The purpose of intermediate juries is to help students improve their topics by receiving professional opinion. Professionals are encouraged to contribute their knowledge and ideas about their professional experiences, which helps students come up with fresh concepts and discover new directions.

1. Innovation and entrepreneurship development

The Institute supports, and makes changes for, the students' training overall years.

The institute concentrated on:

1. Innovative teaching strategies that targeted practical activities that aided in the development of logical thinking and skill set.
2. Regular one-on-one interactions between students and teachers in the studios helped encourage entrepreneurship while ensuring the individual grooming of each student. To provide a platform for teachers and students, the leadership took a careful approach.

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: 21

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	05	04	06	02

File Description**Document**

Upload supporting document

[View 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: 0.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	00	01	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	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

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: 0.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	04	03	00	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	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:

Appasaheb Birnale College of Architecture, located in Sangli City, has been actively involved in conducting various social programmes and initiatives in the past five years. These programmes were organised with the aim of creating social awareness among the students and giving them practical exposure to real-world problems. The college faculty members also played an active role in guiding and supporting the students throughout these programmes.

Blood donation camp: One of the significant social initiatives undertaken by the college was organising blood donation camps in collaboration with various NGOs and blood banks. These camps were held on multiple occasions, and students, along with faculty members, actively participated in collecting blood donations. The camps were highly successful, and a significant number of donors contributed to the noble cause.

Open space design and development: The College also organised a programme to design and develop an open space area named 'Kshan' in Sangli city. Students, with the help of their teachers, designed and developed the space, making it a beautiful and functional public space for the community. The students learned about the various aspects involved in designing a public space and were exposed to the challenges faced in the process.

Measurement drawings of Jain temples and other buildings: The College also encouraged its students to conduct measurement drawings of old buildings and structures, focusing on the importance of heritage. In one such programme, students undertook the measurement drawing of a Jain temple, gaining insights into the intricate details of the structure's architecture. The programme helped students learn about the significance of preserving and conserving heritage sites.

Design of a traffic island: Another social initiative undertaken by the college was the design of a traffic island located at a busy intersection in Sangli City. The students, with the help of their teachers, designed the island, keeping in mind the various traffic-related problems and safety concerns. The programme enabled the students to gain practical knowledge about designing public spaces that are functional and safe.

Design solutions for the museum at Sangli District Court: The College also provided design solutions for the museum project at Sangli District Court. Students, with the guidance of their teachers, came up with innovative designs for the project, taking into consideration both functional and aesthetic aspects. The programme helped students understand the various factors involved in designing a functional and efficient public space that can cater to the needs of the community.

In conclusion, Appasaheb Birnale College of Architecture has been actively involved in conducting various social programmes and initiatives in the past five years, with the aim of creating social awareness among the students and providing them with practical exposure to real-world problems. The college's faculty members played an active role in guiding and supporting the students throughout these programmes, making them a huge success.

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:

Appasaheb Birnale College of Architecture, Sangli, has received various awards and recognitions from the government and government-recognised bodies for its extension activities. The following is a description of the awards and their respective activities:

1. **Documentation of Architectural Heritage 2021:** The College received the COA Student Awards for Excellence in Documentation of Architectural Heritage 2021 from the Council of Architecture, New Delhi. The award was given to six students who made documentation of 'Vijaydurg Fort,' a fortified settlement.' The students documented the fort's architectural elements, such as its bastions, walls, gateways, and water supply system. The documentation aimed to raise awareness about the historical significance of the fort and its conservation.
2. **Documentation of Architectural Heritage 2020:** The College received the COA Student Awards for Excellence in Documentation of Architectural Heritage 2021 from the Council of Architecture, New Delhi. The award was given to six students who made documentation for 'Indrabhavan-Solapur Municipal Council.' The students documented the building's architectural features, such as its façade, roof, and interior spaces. The documentation aimed to create a record of the building's heritage value and promote its conservation.
3. **Architectural Thesis:** The College received an award for excellence in architectural thesis from the Council of Architecture, New Delhi. The award was given to two students who demonstrated exceptional research skills and critical thinking in their thesis projects. The projects were focused on urban design and aimed to address social, environmental, and cultural issues in the built environment.
4. **NASA Urban Design Trophy:** The College received a special mention certificate of excellence in 2019 from the National Association of Students of Architecture (NASA) for its participation in the Zonal NASA Convention, Zone 3. The college submitted a project on urban design that focused on creating sustainable and liveable urban environments. The project was presented by a team of one student and received a special mention from the jury.
5. **NASA Landscape Design Trophy:** The College received a citation-certificate of excellence in 2019 from the National Association of Students of Architecture (NASA) for its participation in the Zonal NASA Convention, Zone 3. The college submitted a project on landscape design that aimed to create an ecologically sustainable and aesthetically pleasing outdoor environment. The project was presented by a team of one student and received a citation from the jury.

These awards and recognitions reflect the college's commitment to academic excellence and its emphasis on research and extension activities. They also demonstrate the college's efforts to promote the conservation of heritage buildings and the creation of sustainable and livable urban and outdoor

environments. The college's students have shown their exceptional skills and talent in various fields of architecture, urban design, and landscape design, which has been acknowledged by prestigious organizations like the Council of Architecture and the National Association of Students of Architecture.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	01	02	00

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	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: 08

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:

Established in 1993, AppasahebBirnale College of Architecture (ABCA) is a renowned architecture institute located in Sangli, Maharashtra. The college is affiliated with Shivaji University and approved by the Council of Architecture (COA). ABCA has been providing quality education in the field of architecture for over two decades and has become a sought-after destination for students aspiring to pursue a career in architecture.

ABCA has a sprawling campus spread across 1870.02 sqm, providing ample space for students to learn and grow. The college has state-of-the-art facilities that facilitate teaching and learning, making it one of the best architecture colleges in the state. The facilities at ABCA include classrooms, laboratories, computing equipment, a well-stocked library, and many other amenities that cater to the needs of students.

The classrooms at ABCA are spacious and well-ventilated, providing a comfortable learning environment. The college has a mix of traditional and modern classrooms, equipped with the latest audio-visual aids. The classrooms are designed to foster interaction and collaboration among students, which is crucial in the field of architecture. The college also has a seminar hall with a seating capacity of 200, which is used for various events and activities.

ABCA has well-equipped laboratories that provide students with hands-on experience in various aspects of architecture. The college has a construction yard, a material testing lab, and a model-making workshop, where students can experiment with different materials and construction techniques. The college also has a computer lab with the latest hardware and software, enabling students to use design software such as AutoCAD, Sketch Up, and 3D Max, which are essential tools for architects.

The college has a well-stocked library with a vast collection of books, journals, and periodicals, covering all aspects of architecture. The library is a valuable resource for students and faculty members, providing them with access to the latest research and developments in the field. The college also has a digital library, which provides students with online access to e-books, e-journals, and other online resources.

ABCA has a team of experienced and dedicated faculty members who are committed to providing quality education to students. The faculty members are experts in their respective fields and have extensive experience in teaching and research. The college also invites guest lecturers from industry experts and

professionals to provide students with real-world insights into the field of architecture.

The college has a strong focus on extracurricular activities, which is an integral part of the learning experience at ABCA. The college has a student council, which organizes various events and activities throughout the year, including cultural events, sports events, and technical events. These events provide students with an opportunity to showcase their talents and develop their leadership and organizational skills.

ABCA is a premier institute that provides students with an exceptional experience. The college has state-of-the-art facilities that cater to the needs of students and a team of experienced and dedicated members who are committed to providing quality education. ABCA is an excellent choice for students aspiring to a career in architecture.

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: 49.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
31.22	38.57	35.24	22.20	15.19

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:

The college library is spacious and well-furnished with total built-up area 118 Sq. M. including reading room with the seating capacity of 80 users. More than 6300 books, including text books, reference books, encyclopedias, dictionaries as well as architectural project reports, research reports, journals with 705 bound volumes, newspapers, and audio-visual materials, are available in the library. It has Wi-Fi and excellent IT capabilities. The library provides open access to its reference section and any member can browse through the collections which are arranged according to Dewey Decimal Classification (DDC). Audio/Video etc.

The Library Committee was founded to ensure the smooth and effective operation of the library. The following key measures are being implemented by the committee to make the library facilities more user friendly:

1. Developing and implementing processes to ensure the library's seamless operation.
2. Identifying and purchasing different sorts of books
3. Budget allocation, policy decisions, rule formation, and execution
4. Orientation sessions for newly enrolled students to the institute
5. OPAC, National Digital Library (NDL), K-HUB, and other e-journals awareness workshops

Library automation: Library is automated using Library Management System (LMS).

Name of ILMS software: The library is managed by e- Vidya (LMS) software. Nature of automation: Partially.

Library Services

Circulation Service

- Current Awareness Service
- Inter-Library-Loan
- Reference service

Online Services

- CDs database
- Current journal
- E-Database
- OPAC

A) Integrated Library Management System (ILMS):

Name of ILMS software: The library is managed by e- Vidya Library Management System.

Details of ILMS software for the last 5 years

ACADEMIC YEAR	NAME OF ILMS SOFTWARE	NATURE OF AUTOMATION	VERSION
2017-2018	e-Vidya	Partially	Basic
2018-2019	e-Vidya	Partially	Basic
2019-2020	e-Vidya	Partially	Basic
2020-2021	e-Vidya	Partially	Basic
2021-2022	e-Vidya (ACE LMS Web)	Partially	Basic

The Details of Computers are as Follows

Sr.No	Particulars of utilization of computer	No. of Computers
1	Librarian's Desk	01
2	Book Issue-Return Section	02
3	Library OPAC (Online Public Access Catalogue)	01
4	Scanner User Tracking	01
5	Network Resource Centre (NRC)	01
	Total PCs	06

B) Amount Spent on Purchase of Books, Journals & E-Journals:

Library has enriched with 1195 books, 22 Journals, during the last five-year.

Total expenditure of books, Periodicals, and Other expenses of library during the last five year.

Year of Expenditure	Expenditure on Purchase of Books	Expenditure on Purchase of Journals	Expenditure on Purchase of e - Resources	Total
Total	12,62005.00	4,27328.00	1,41652.00	18,30985.00

C) Per Day usage of Library:

Number of teachers and students using library per day in last one year is 47.47 users

Year of Expenditure	Expenditure on Purchase of Book	Expenditure on Purchase of Journals	Expenditure on Purchase of e-Resources
2021-22	12629	266	47.47744

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:

A sufficient number of amenities are offered by the institute, including computer hardware, software, printers, scanners, and Wi-Fi. The Council of Architecture, India, which oversees architecture education, requires that institutions modernise their computer infrastructure on a regular basis. In the year 2017-18, institute has 2 Wi-Fi devices of >20 Mbps facility which serves to the entire campus. It went on increasing and in the year 2021-22, the institute has 8 Wi-Fi devices with 200mbps speed along with 74 computers in working condition.

According to COA standards, all computer hardware and software are constantly upgraded. Budgetary provisions are made for update, deployment and maintenance of state of IT infrastructure.

The Close Circuit Tele Vision (CCTV) Cameras are fully and continually monitoring the campus to ensure the safety and security of the students and personnel. Quick heal is installed in every PC for the adequate protection from viruses. There is digital audio-visual equipment in every lecture hall and studio. For efficient use of teaching-learning resources, each faculty member and non-teaching office staff member is given a personal computer with LAN and internet access, printers, and scanners. The hardware needed for efficient use as well as all the digital resources are available in the library. The Institute is devoted to creating a cutting-edge, reliable, and secure IT infrastructure to control the university's administrative operations and teaching-learning process.

Hardware

- There are **74 desktops** and **2 laptops** with internet connectivity placed at different labs and

departments.

- IT infrastructure is augmented with advanced **AMD and Intel microprocessors**, memory configurations from **4 to 8 GB RAM and 500 GB to 1 TB HDD** and operating systems from **windows 7 to 11**.
- **There are 7 printers and 17 LCD projectors** for administrative and academic use.
- College uses Licensed as well as open and free access software like **Microsoft Office, Microsoft Visual Studio, Adobe Reader, Proge-Cad, Plagiarism checker, LMS, Edu care, Tally ERP, Antivirus etc.**
- The college has **1 server and 200 mbps bandwidth** lines for internet facilities.
- Internet connection is updated from **30 Mbps to 200 Mbps** bandwidth during the current year.
- College has its own **domain address abcasangli.edu.in** and all faculty have been allotted email addresses with this domain.

Surveillance and Security

- The **40 CCTV** cameras are installed for security in all campus
- Data is stored and made available through viewable port to principal and security staff.

The Council of Architecture, New Delhi, issues registration numbers to graduates of its professional architecture programme so they can begin working as licenced architects. Digital equipment is used for the majority of the work, including the initial conceptual 3D visualisation of a design, Conceptual drawings, Design Drawings, Working Drawings, Tender drawings, submission drawings to the local authorities for the necessary permissions, 3D rendered representations for clients' understanding, and walk-through for real-world experience. Also, one must be proficient with presentation software programmes like the Photoshop, and Power Point, Microsoft word and excel etc.

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: 4.55

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

Response: 67

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: 39.99

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)

2021-22	2020-21	2019-20	2018-19	2017-18
24.98	30.85	28.19	17.76	12.15

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: 37.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
162	175	121	89	51

File Description

Document

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

[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: 66.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
135	330	165	315	110

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: 43.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	25	24	09	27

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	60	58	22	28

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: 18.12

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	05	03	02

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: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	04	01	0

File Description**Document**

Upload supporting document

[View 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: 19.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	01	18	34	21

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:

Alumni Association, is Registered as of **Appasaheb Birnale College Of Architecture Alumni Association, Sangli** As Per Societies Registration Act, 1860 .clause no 21. **(Registered No. Sangli /0000068/2022)** dt.05-05-2022.

First batch graduated in the year 1998. Since then about 25 batches have graduated from ABCA SANGLI with a lot of affection toward the institute. Many of them are renowned Architects and professionals in India and abroad. The activities of alumni association were held in the institute for many years in the past, and the association was formally registered in the year 2022, with nominated alumni as office bearers.

Alumni members have achieved academic excellence by pursuing further studies at post graduate and Doctoral levels. Members of the Alumni excel in leadership and are heads of various professional organizations and educational institutes. Most of the alumni members head their own leading architectural firms with a national and international practice.

It is a very tightly knit community, where everyone knows almost everyone else and there is an instant affinity because of the belongingness to the same institute. The alumni share a very strong bond and are always in touch and willing to help each other in academics and in profession. Most of the senior architects boast of being from ABCA earlier batches.

Many of our own alumni are teaching in the institute for many years as full time and visiting faculty. Many successful alumni are invited as guest speakers and chief guests for college events such as annual exhibition. Many alumni offer jobs to our current students in their offices as intern architects or as graduate architects.

A grand function was organized for all the past graduating batches in January of 2018 to celebrate Silver Jubilee of ABCA SANGLI. The event received a huge and very encouraging response from representatives of all the 24 batches and they came in a huge number. Some of the alumni and past faculty were felicitated for their noteworthy achievements. A group of alumni performed in a musical dance on entertainment floor. An alumni reunion will be planned on every year first week of December, so that it's easier for the alumni based outside the city and country to plan ahead of time.

Alumni members have been generous enough to donate time and funds to the institute. Alumni also help

to organize orientation, content of syllabus and learning programs on various topics to enhance skills through lectures, seminars and interactive meets. They are always ready to help with anything in cash or kind. The institute maintains a web portal to display the happenings, current events and upcoming activities to strengthen the connect between the alumni members. Institute also maintains contacts on the social media groups such as WhatsApp and Facebook on a regular basis.

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:

Sole objective of the institute is committed **"To Develop the Students with Diverse Perspective and Ideas which generate Sustainable Architecture Concepts and Innovations that led towards the Sustainability on the Planet Earth"**. To fulfill this objective, the **V.B.Patil Trust's of Appasaheb Birnale College of Architecture, Sangli** has vested powers to the Principal as head of the institution.

Shri Vasantao Banduji Patil Trust's, Appasaheb Birnale College of Architecture, Sangli was established in 1993. The college is recognized as frontline institution and act as catalyst in providing quality education, keeping in view of changing global perspective in Architecture and the human resource need of the society. Our ambition to set new standards in delivery and imparting of education by making combined use of Practicing Architects and Academicians.

For enhancing leadership, teamwork and overall development of students, the college has established a "student council" which acts as a representative body and takes initiatives in various activities. For maintaining discipline, the college has Anti Ragging Committee, Student Grievance Redressed Committee, Women Grievance Redressed Committee and Discipline Committee.

In tune with changing needs of architectural profession, the college has adopted modern technologies like e-governance, modern infrastructure, e-resources, new pedagogies of teaching and learning. Informal environment of college makes students comfortable, expressive and encourages them to participate in every activity of college.

The management, Head of the institution, faculty members and administrative staff have all joined hands to make ABCA, the best place for architecture education nationally and internationally.

Decentralization and Participation

Decentralization and Participation in institutional governance can be closely linked, as decentralization can create opportunities for greater participation and input from stakeholders. When decision making authority is decentralized, it allows for more localized decision-making that can take into account the unique needs and perspectives of different groups.

Overall, decentralization and participation in institutional governance can be important tools for ABCA to promoting accountability, transparency, and effectiveness in decision making processes. By empowering stakeholders and promoting collaboration and communication, institutions can work towards achieving their goals while also building stronger relationships with those they serve.

Vision

As Architecture and Planning is the backbone of built environment. The institute is committed to develop the students with diverse perspective and ideas which generate sustainable architecture concepts and innovations that led towards the sustainability on the planet earth.

Mission

To strive for quality architecture education by enhancing and preserving the ethical values of life and profession among the students. Our focus is to develop the concept of UASI – Understanding Analysis, Synthetization & Innovation which is the base of a quality education creates the strong pillar of education. Such concept of education leads towards the development of sensitive and responsible professionals for the society.

Vision and Mission are displayed at all the prominent places. These are also communicated to the students, faculty members, administrative staff and the other stakeholders.

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:

The effective and efficient functioning of the institution is visible through policies, administrative set up, appointment and service rules and procedures

Organizational Structure of the management:

- Multi- faculty with Governing Body of Shri Vasanttrao Banduji Patil Trust's and CDC as apex bodies.
- The CDC plans, approves and monitors the policies and functioning.
- The principal, department heads, chairs of various committees, and coordinators of support service centres have the authority to make decisions and are responsible for carrying out the plans in an efficient manner.
- Before founding the committee of **Internal Quality Assurance cell**, the institutionalization was

attained by the **College Development Committee. (CDC)**

- In conjunction with departments and academic committees, CDC creates an annual plan of activities to ensure that curricular, co-curricular, and extracurricular activities are carried out effectively.
- The administrative team is in charge of the application process, college and university exams, eligibility, scholarships, and other relevant tasks.

College Development Committee:

- The CDC has 5 members and is constituted as per Maharashtra University Act, 2016.
- It consists of representatives from the education sector, business, social services, and research.
- CDC suggests enhancing teaching-learning techniques and hiring of teachers.
- It plans the financial allocations needed for the college's academic growth, the augmentation of facilities for specialised research, and the procurement and upkeep of equipment.

Principal, HOD:

- With the help of the faculty in charge, the principal serves as the institution's leader, supervises and controls all academic, co-curricular, extracurricular, and administrative activities on campus.
- The principal, faculty in charge, head of department, faculty, class representatives, and students' perspectives are considered during the decision-making process.

Service and Recruitment Rules:

- The parent institute - Shri Vasantao Banduji Patil Trust's has formed procedure of recruitment in accordance with the rules and regulations of **UGC, Directorate of Higher Education, Govt. of Maharashtra, Maharashtra Public University Act: 2016** and **affiliating university**.
- The parent institute has a separate division for human resource management that handles hiring, training, and compensation. The college informs the parent institute of any openings caused by transfers or retirements. The parent institute then posts the recruitment advertisement in accordance with UGC, state, and affiliated university norms and regulations.

Deployment of institutional Strategic/ perspective/development plan

The college's vision and mission are reflected in the perspective plan. After discussions at CDC and staff meetings, the CDC created a five-year strategic plan that took feedback from several stakeholders. Decisions that will have a long-term impact on college development are given top priority. It includes a wide range of elements, such as improved academic and infrastructure facilities, faculty development, holistic student development, ICT-enabled teaching, learning, and assessment, support services, efficient administration, etc.

The strategic plan reflects infrastructural development, provision of better academic facilities, additional classrooms, automated library services, enhancement of computer laboratory, effective execution of online curriculum delivery, organization of FDPs, student training programmes, etc.

File Description	Document
Upload Additional information	View 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: B. 3 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
Provide Links for any other relevant document to support the claim (if any)	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:

The mission of our parent body Appasaheb Birnale College of Architecture **To ensure that staff members are supported and motivated to perform their best.** To accomplish this, the management has devised and designed several measures for the enhancement of its teaching and nonteaching members.

- **Employers Provident Fund Facility:** To all faculty members and administrative staff
- **Timely Salary-** Timely Salary Payments every month, advance salary paid well before the Diwali Vacation
- **Leave:** Casual Leave, Medical Leave, Office Duty leave, Vacation leave, Earned Leave and Maternity leave for Faculty members and administrative staff
- **Promotions-** Appreciation on acquiring higher qualification and years of experience by higher grade with applicable scale
- **Celebrations:** Birthdays of Faculty members and Administrative staff are celebrated in the institute. Major festivals such as Diwali and Christmas are celebrated
- **Average Group Gratuity insurance coverage for the year-2017-18** –Rs1,35,442, **2018-19-** Rs.1,47,112, **2019-20-**Rs.2,13,724,**2022-21-**Rs.2,00,284,**2021-22-**Rs.-1,55,153.
- **Gratuity Benefits:** Gratuity benefits are made applicable to all faculty and administrative staff members as per provisions of Payment of Gratuity Act.1972.
- **Appasaheb Birnale Sahakari Bank Ltd.** (Employees Credit Co-operative Society) Provides financial support to the teaching and non teaching members

Here are some potential benefits of the Institutional effective welfare measures:

- **Improved job satisfaction:** Institutional staff members feel their well-being is a priority; so they are more satisfied with their jobs. Similarly, when staff members receive regular feedback on their performance, they are more likely to feel valued and engaged.
- **Retention of talent staff:** ABCA staff members feel supported and appreciated. They are more likely to stay at their jobs for longer periods of time. This is important for institutions that rely on skilled and experienced staff members to deliver high-quality services.
- **Improved moral:** Effective welfare measures and performance appraisal system is helpful to create a position and supportive work environment, which improves staff morale.

Potential Benefits of the Intuition that helps supported and motivated to perform their best.

Teaching Staff

The Institute encourages and motivates the faculty members for

- Attending workshops, conferences, seminars
- Attending Faculty Development Programs and Teachers' Training Programs
- Granting duty leaves
- Undertaking research projects and writing of research papers.
- Providing all the infrastructure and facilities for promoting research activities
- Delivering lectures as guest lecturers or resource persons at different institutions
- The Institute organizes Faculty Development Programme periodically
- Experts from various fields are invited to guide the faculty members

Non-Teaching Staff

- They are encouraged to participate in the organization of technical events
- They are encouraged to go for higher studies and their workload is adjusted if the need arises
- They are sent for attending various workshops and training sessions organized by the Institute, other organizations and apex bodies

Overall, implementing potential benefits of the Institution effective welfare measures and performance appraisal system can have many benefits for institute and staff members. it is important to continuity review and update these measures to ensure they remain effective and relevant over time

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 51.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	12	16	19	10

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 / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 18.46**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**

2021-22	2020-21	2019-20	2018-19	2017-18
28	3	13	3	01

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

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

The Institution, with approval from College Development Committee and in working together with management, and other corresponding organizations, uses funds to upgrade and maintain infrastructure

facilities. It regularly conducts internal and external audits and assures transparency of financial transactions. The institution conduct internal audits regularly. Corpus fund and single entity investment like fixed deposits are the existing resources for fund raising.

Audits, both financial and stock are better for self-appraisal of any system. At ABCA external financial audit is conducted every year regularly.

M/s Bhosale, Wangikar & Parannawar Co., Chartered Accounting firm at Sangli was conducting external financial audit till 2021-22. The external audit has been completed in March 2018 for the F.Y. 2017-18, audit reports of the F. Y. 2018-19, F.Y. 2019-20, F.Y. 2020-21 and F.Y.2021-22 are prepared by Mr. B.D.Kulkarni partner of Bhosale, Wangikar & Parannawar and co. at Sangli.

Financial Management:

The following are the systems in place to keep an eye on how money is being spent effectively and efficiently:

1. Before the start of each financial year, the Principal presents to management a proposal on budget allocation, taking into account the initiatives and objectives for the following year.
2. The college budget accounts for both ongoing costs like salaries, power, internet fees, maintenance costs, stationery costs, other consumable costs, etc., as well as one-time costs like furniture purchases, computer lab equipment purchases, and other development costs. The organization of seminars, workshops, sports, and cultural and exhibition activities for students requires annual expenses.
3. The accounting department will keep track of expenditures in accordance with the management-allocated budget.
4. The expenditures associated with depreciating various items that were purchased in previous years.
5. Establishing and maintaining of a college website and other online platforms.
6. Improvement of ICT infrastructure and upkeep.
7. The Institution has put in place a mechanism for yearly internal and external audits of the financial transactions to maintain financial compliance.
8. Twice a year, an internal audit is carried out by the institution's internal finance committee.

The committee thoroughly reviews the income and expense data before submitting the internal audit compliance report to the management of the institution via the Principal. Once a year, an outside organization conducts an external audit.

9. The revenue is generated through self- financed courses. No partnership for fund raising. To maximize

the efficiency of existing resources total money is invested in fixed deposits by management.

10. Internal audit covers all financial transactions of expenditures on physical facilities, examining accounting system, verifying financial statements to improve internal financial management systems. Internal audit is conducted by the college's internal auditor. The entire mechanism ensures the optimal utilization of resources and funds.

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

Internal Quality Assurance cell (IQAC) is established on 23.02.2023 with a vision to streamline the quality initiatives of Appasaheb Birnale College of Architecture, Sangli. IQAC is constituted as per the norms of NAAC.

Before founding the committee of **Internal Quality Assurance cell**, the institutionalization was attained by the **College Development Committee. (CDC)** It has played a crucial role in establishing quality assurance strategies and processes within the institution.

- Through regular reviews, it has assessed the effectiveness of teaching-learning processes,
- Methodologies and learning outcomes.
- Periodic evaluations have helped identify areas of improvement and track incremental progress in various activities.

The Committee has taken proactive measures to institutionalize quality assurance practices, ensuring that they are integrated into the core functioning of the college. By reviewing and monitoring, it has facilitated a continuous improvement approach, enabling the college to enhance its overall quality.

The Committee's contributions have been instrumental in fostering a culture of excellence in teaching, learning, and administrative processes.

The Committee's efforts have resulted in tangible outcomes, such as

- Enhanced faculty development programs e.g. COA TTP, NPTEL, etc.
- upgraded infrastructure and resources,
- Introduction to PG course – M.Arch. affiliated to Shivaji University, Kolhapur.
- Effective execution of continuous Internal Evaluation.
- Financial Assistance to faculty for Faculty Development Programs
- Environmental initiatives
- Academic audit by affiliating University
- Academic audit and administrative audits

The objectives of CDC are:

1. To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
2. Serves as link between the colleges, student community and Administration.
3. To prepare a comprehensive development plan of the institute on annual basis like academic, placement, infrastructure, administrative, and admission growth.
4. Prepare teaching-learning program through increased use of ICT and academic calendar of the institute,
5. Planning of curricular, co-curricular and extra-curricular activities.
6. Recommend about the discipline, safety and security issues of the college.
7. bring about an effective, cohesive networking between the members of the alumni,

IQAC will facilitate the creation of student centric environment by adopting the required Knowledge and technology for participatory teaching and learning process.

The Institution reviews its teaching learning process structures and methodologies of operations and learning outcomes at periodic intervals through CDC set up as per norms and recorded the incremental improvement in various activities, ensures effective feedback mechanism and action taken measures in terms of teaching and Learning and curriculum development through offline and online mode.

Feedback is taken-

- On curriculum by students, teachers, parents and alumni
- On teacher by students.
- On library Services
- On Short Term, Add-on Courses and Skill Development Courses

CDC, focuses on reforms and innovations in teaching methodologies for effective learning by employing following methods –

- Monitoring through Internal Academic Monitoring Committee
- Feedback collection and analysis

CDC has contributed significantly in the following areas:

- use of ICT tools, virtual platforms (ZOOM, G-Suite)
- Student assessment and development through tests, seminars, poster exhibition, site visits, etc.
- Effective Grievance Redressal Mechanism

- Student Satisfaction Survey through online mode
- Collaborative activities through increasing MoUs, Collaborations with other institutions.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Issues of gender equity, environmental awareness and sustainable practices, human values and professional ethics are immaculately observed and practiced by the institute on a continuous basis without discrimination or any other reservations.

Gender Equity

- ABCA Sangli is a co-education institute where genders are equally treated and educated. In all the activities, boys and girls participate with equal enthusiasm.
- Architecture is a gender-neutral profession and all the students are encouraged to work in teams during the design projects, site visits, study tours and group works in all the subjects. Special care is always taken to address specific needs of girl students during all the activities.
- Academic activities and projects are also planned with no gender bias so as to encourage their inherent potential, and enhance sensitivity to the opposite gender and ultimately attain gender equity status in the institute.

Environment and Sustainability

- Environmental awareness and sustainable practices are of utmost importance in architecture education. Courses such as Climatology and Architectural Design projects are given special attention with effective mentoring, professional guidance by the teachers and design experts.
- Issues such as Rainwater harvesting, Sewage Treatment Plants, understanding and use of solar, wind and alternative energy sources in the design. The process is given significant coverage and attention.
- The research and use of alternative materials and technologies are encouraged and appreciated. Soft boards for the displays are used and placed in corridors and studios are conducted of recycled materials.

Human Values

- Human values are imbibed in the students from the very top of the organization. The ABCA trust and the Executive President and all its members are actively involved in the social and welfare activities on a much larger scale and have won many recognitions, accolades and awards over the past few decades.
- We involve our students in the projects related to Public toilets, Women welfare centers, Student

hostels, Primary Schools and Hospitals. We also incorporate universal accessibility in the design preambles so that the issues of disability are accommodated and awareness is created among students.

Professional Ethics

- Professional ethics is an important subject in the architecture curriculum with subjects such as Practical Training and Professional Practice at the fourth and fifth year of curriculum.
- Council of Architecture has published a code of conduct for the qualified practicing Architects. At our institute a lot of focus and stress is given towards promotion of a professional ethical culture both among the students as well as the faculty members.
- The institute also very religiously follows all the norms prescribed by the council of architecture’s code of conduct for practicing architects.

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: A. 4 or All 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: A. All 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:

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, Fresher Party ,teacher's day, orientation and farewell program, Induction program, rally, oath, plantation, Youth day, Women's day, Yoga day, festivals like Diwali Mela celebration, Holi Milan

celebration, New Year celebration, etc. religious ritual activities are performed in the campus.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy, and set communal harmony. Institute has conducted lectures in the villages for increasing their environmental and ethical awareness.

The extension activities are targeted towards enabling a holistic environment for student development. University has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation. The University celebrates cultural and regional festivals like Youth Festival, Constitution Day, etc. to teach tolerance and harmony to the students. The Gender Equality Policy focuses on equal access, opportunities, and rights for women and men.

Policy for the Differently abled ensures that every single member of the department is aware of the care to be shown to the differently abled people. The department has revised the curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics.

The subject Professional practice and building bye laws to Final year students for the discipline and ethical practice which are towards to society and nation.

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: 1

1. Title of the Practice	VARSA-HERITAGE CLUB
1. Objectives of the Practice	<ul style="list-style-type: none"> • To promote the idea of conservation of heritage through active participation of students. • To sensitize students about the local culture, traditions and history through visits to heritage sites • To create awareness, and sense of belonging among students and inculcate in young minds a feeling for heritage. • To change typical perception about history and motivate students to be forerunners in conserving their heritage. • To create awareness in society about the heritage conservation and preserve our cultural and natural heritage.
1. The Context:	<p>India has Rich Culture & Rich Heritage to claim of that features a storehouse of archeological assets and mind blowing monuments. Indian architecture symbolizes a multitude of expressions over time and space, perpetually absorbing new ideas. They signify a unique inheritance of civilizations, but the majority of India's architectural heritage and sites remain unprotected.</p> <p>Many of our heritage Structures and traditional practices are taken for granted today by people, there is a need to brief the public towards our heritage through a chain of trainers, teachers and students. Hence, ABCA,Sangli has set up '<i>Vaarsa – Heritage Club</i>'. This will enable not only to create heritage awareness among students but also comprise students in sustaining and preserving our rich cultural heritage.</p>
1. The Practice:	<p>Heritage conservation is the practice of preserving and protecting historic structures and cultural landmarks for future generations. The ABCA is one</p>

	<p>institution that is actively involved in this endeavor, and they prioritize students' participation in heritage conservation efforts in their region.</p> <p>Through this co-curriculum, students are taught value of preserving historical structures, techniques and methods used in the restoration process. The college encourages students to take part in hands-on projects that involve restoration of heritage structures by providing them measurement drawing.</p> <p>Students and leading faculty member scrutinize and form a brief on area to be studied and documented. Later permissions from the authorities are processed.</p> <p>Club is not restricted to a group of students, attendance is open to all students and faculty members, who voluntarily wish to gain knowledge and work on the project. Participants are mostly from the higher grades as they have gained the basic knowledge of the allied subject. Group of students physically visit the site, take measurement of the structure and document it.</p> <p>Through their participation in such projects, students gain valuable experience in heritage conservation and learn the importance of preserving our cultural heritage.</p>
<p>1. Evidence of Success</p>	<p>Students of ABCA have successfully completed measurement drawing for few organizations listed below:</p> <ol style="list-style-type: none"> 1. Shri Jain ShwetamberParswanathDehrasar, Sangli which was headed by Ar. KanadKumbhar and Ar. TanmayKhanjire. 2. KOTNIS WADA (KAIVALYADHAM), SANGLI, was headed by Ar. KanadKumbhar and Ar. TanmayKhanjire. 3. RADHA SWAMI SATSANG BEYAS, SANGLI. which was headed by Ar. S.P. Jagtap and G.A. Daptardar. 4. Museum project for district and session court of Sangli in 2018.

<p>1. Problems Encountered and Resources Required</p>	<p>Unawareness of the people creates problems in granting permissions for the same. Also funds availability restricts the projects.</p>
<p>Best Practice: 2</p>	
<p>1: TITLE:</p>	<p>SWAYAM- NPTEL Online Certification Courses</p>
<p>2. Objectives of the Practice:</p>	<ul style="list-style-type: none"> • To support students and faculty members in the process of strengthening their knowledge and career prospects by introducing trustworthy, cost effective, and flexible sources of online education. • To enable faculty and students to gain advanced technological and subject knowledge through video lectures prepared by IITs and IISc and IIMs • To promote continuous professional development through self-learning. • To impart life skills, develop the personality and communication skills.
<p>3. The Context:</p>	<p>In order to give students and faculty appropriate exposure to tools and technology, NPTEL offers free open online courses in a variety of architectural /engineering fields, as well as certification in the sciences, humanities, management, and research. The faculty can prioritize their time and work at their own speed thanks to this freedom and flexibility in the mode of attending course.</p> <p>Faculty and students can select courses from the same or trans disciplinary areas to get in-depth knowledge and mastery of different curriculum</p>

	<p>components. Without updating themselves and finding alternative learning methods for students and faculty, risk become obsolete in the face of the rapidly evolving world of information and technology. Teachers should assist students in online learning programs as facilitators. It is also a cost effective learning platform which gives access to learners on advanced topics, self-paced learning, and certificate exams with credit transfer facility.</p>
<p>4. The Practice:</p>	<p>The NPTEL Local Chapter was established by ABCA, Sangli in December 2018 by Ar. Shantanu Jagtap with the goal of enabling the teachers and students to gain certificates through improved significant learning about a niche area of architecture. Faculty and students were informed about the NPTEL courses through notices and were encouraged to sign up for them. The members might choose a course that was either connected to their course or in a different field based on their personal interests. Many academics enrolled in various architecture-related courses. The faculty and students of the B.ARCH and M.ARCH programs chose the multiple courses to expand their knowledge and assess themselves through weekly assignments.</p>
<p>5. Evidence of Success:</p>	<p>Digital Learning has educated and enriched the learners on the new trends that are implemented in the technical world. The video lectures and course materials from NPTEL were used by the lecturers as extra instructional resources for the students. For convenient access by students and faculty, NPTEL online videos have been added to the digital library. More than 100 students and faculty have enrolled their names in the course and have gained knowledge of the specialized subject of their interest.</p>
<p>6. Problems Encountered and Resources Required:</p>	<p>The difficulties experienced by the faculty in influencing students' attitudes towards digital learning.</p>

	<p>Psychological difficulties when switching from a traditional learning technique to a digital learning method.</p> <p>The socioeconomic circumstances of the students will have an effect on how well digital learning is implemented.</p>
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:

Metamorphosis

Vishwakarma is the architect of Gods revealed the science of Architecture and Mechanics to humans.

Architecture is combination of arts and science and very aptly quoted by Frank Lloyd Wright “The Mother of all the Arts”.

The visionary founder chairman of Shri Vasanttrao Banduji Patil Trust Shree Babanrao Birnale Sir realised the need of Architecture college in the rural belt of western Maharashtra and in the year 1993 Appasaheb Birnale College of Architecture was established in the city of Sangli which was educational hub but Architecture course was not available as the society was also using Architecture without Architects. The trust had a vision the entire purpose of education was not to restrict itself to importing bookish knowledge only but to inculcate humanitarian value like wisdom, compassion, courage, humility, integrity and reliability in a student.

Appasaheb Birnale College of Architecture believes in holistic education for students of

architecture encompassing academics co-curricular activities, sports, and life skills learning our endeavor is to strike a balance between modern technology usage and an internationally acceptable education. At Appasaheb Birnale College of Architecture we impart education that is based on conscience and we train the young innovative brains and minds that are bustling with self-confidence and motivate the students to take up the challenges they are going to face in the world in future.

Even though we have the catchment from rural and semi urban areas we have developed the sound ecosystem which is row burst and develops a person with sound mind. Which achieves the excellence in architectural education. In order to develop sound ecosystem and to promote and internationally acceptable education, Managements focuses on the faculty development and retention. Continuous training and supporting the teachers training in order to give them value education and excellence in academics.

Teachers are trained not only to teach but also to boost the confidence of the students the college also inculcates in the students a respect for tradition and ensures discipline and good manners. The ecosystem developed encompasses the students for active participation in various events, organizing competitions, events management for cultural, sports weeks, team work and team building skills for various NASA works and trophies. Working as a team member, leader, develops over the period of time of 5 years from caterpillar to a beautiful butterfly ready to accept the challenges of constantly changing environment and practice decision making and social skills.

ABCA has proved that it has pursued academic excellence and motivated hundreds of students and empowered them to be lifelong learners, critical thinkers and creative designers of ever changing society. More than two and half decades it has worked with a zeal to achieve the goal and channelized their potential in the pursuit of excellence. While academic excellence is our major thrust the result are the proof out of 25 batches of student. For 8 years ABCA have bagged Gold Medal at B. Arch level at Shivaji University, Kolhapur.

Gold medals achieved is the success story of the institute which has the catchment area from rural and semi urban areas of the surrounding vicinity of Sangli zone in Shivaji University. Apart from academic excellence our teachers also prepare the students for life and groom them to face the challenges of tomorrow and encourage them to be socially strong. Everyone constantly work to live up to their ideology and inculcate this into everything they do, they aim and that they do to ensure that the student grow to their full potential.

As an architect when we write specifications it is the decision that we take for the end user and take the entire responsibility of that design and decision every student can face the challenges of life and resolve them without any conflict in their decision that one makes when the students makes a balanced decision, he becomes compatible and responsible citizen of our country and the globe. A friendly approach of curriculum and syllabus makes the student a critical thinker and his creative talents and abilities boost them to pursue the Goal to be the best Architect.

Exposing students in indigenous technologies in order to enlighten them of socially responsive and technologies and its relevance. Architectural education is multi-faceted field due to the complexity of the social and cultural aspects normally associated with it. Webinars is the boon that we have discovered during Covid student's got to discuss the case studies directly with the Master architects himself which allows the students to understand and apply the latest knowledge. **“Change is the only constant”** we at ABCA are committed to evolving philosophies with changing social needs and time and

impart Architectural education in the best possible manner.

The equality of opportunities for all of them to achieve their objectives and help them to be a fair competitors and accept results without any remorse. The future is bright when you create it. The student here understands who he is and where he wants go. We respect the students vision, mission and values through the most raw burst ecosystem we have which helps the process of Metamorphosis!

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

5. CONCLUSION

Additional Information :

One of the well-known institutes in the field of architecture education not only in Sangli district but in western Maharashtra. Consistency in enhancing the quality education in accordance with contemporary demand while at the same time focusing on traditional knowledge of Indian wisdom to impart in the educational system. The institute is trying to balance in between traditional thought processes and contemporary technical tools.

We are not only focusing on developing technical experts but also ethical professionals for the society. Creating awareness about the correlation between academic and practical aspects through various teaching and learning methods. We are bind to the society, students, and parents to develop sensible and responsible professionals.

Concluding Remarks :

The ABCA, Sangli is the heritage in the field of Architectural Education in the district Sangli. We are trying to make fusion of traditional Indian knowledge system with Contemporary technological advancement to get industry ready professionals (Architects). We are promoting the post graduate program which build the awareness among the architects about the various specialized and allied fields, beneficial to society. We are bind to deeply root the idea of design of spaces as outside-in rather than inside out or we can say contextual design.

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 : Answer After DVV Verification :63</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>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>304</td> <td>195</td> <td>144</td> <td>70</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>285</td> <td>195</td> <td>144</td> <td>70</td> <td>00</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	304	195	144	70	00	2021-22	2020-21	2019-20	2018-19	2017-18	285	195	144	70	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
304	195	144	70	00																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
285	195	144	70	00																	
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 : 259 Answer after DVV Verification: 73</p> <p>Remark : Input is edited from clarification documents.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>93</td> <td>50</td> <td>98</td> <td>78</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	34	93	50	98	78	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	93	50	98	78																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

2021-22	2020-21	2019-20	2018-19	2017-18
31	92	44	86	80

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
06	24	19	23	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	24	17	21	20

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:

2021-22	2020-21	2019-20	2018-19	2017-18

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	41	39	36	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	41	39	36	30

Remark : Input s edited from clarification documents.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
75.50	74.70	50.25	45.75	16.00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31.22	38.57	35.24	22.20	15.19

Remark : Input is edited from clarification documents.

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 67

Answer after DVV Verification: 67

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:

2021-22	2020-21	2019-20	2018-19	2017-18
47.65	74.83	67.39	51.08	25.13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24.98	30.85	28.19	17.76	12.15

Remark : considering 40% of the expenditure ,input is edited .

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:

--	--	--	--	--

2021-22	2020-21	2019-20	2018-19	2017-18
162	175	121	89	51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
162	175	121	89	51

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 : only 23 and 4 can be considered as the soft skill programs are not been conducted in continuation.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	01	07	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	04	01	0

Remark : Input is edited from clarification documents.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
54	02	50	52	41

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	01	18	34	21

Remark : Input is edited from data empalte.

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: B. 3 of the above

Remark : s per the screenshots, any three may be considered (Sl. No. 2, 3 &4). Recheck a

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:

2021-22	2020-21	2019-20	2018-19	2017-18
50	12	16	19	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	12	16	19	10

Remark : edited from 2.4.1 metric.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
38	22	28	11	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	3	13	3	01

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	10	10	8	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

Remark : Input is edited by excluding the programs less than 5 days.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>331</td> <td>370</td> <td>337</td> <td>329</td> <td>274</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>305</td> <td>349</td> <td>319</td> <td>302</td> <td>301</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	331	370	337	329	274	2021-22	2020-21	2019-20	2018-19	2017-18	305	349	319	302	301
2021-22	2020-21	2019-20	2018-19	2017-18																	
331	370	337	329	274																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
305	349	319	302	301																	
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>41</td> <td>39</td> <td>36</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>41</td> <td>39</td> <td>36</td> <td>30</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	34	41	39	36	30	2021-22	2020-21	2019-20	2018-19	2017-18	34	41	39	36	30
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	41	39	36	30																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	41	39	36	30																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
79.56	103.67	97.53	78.24	54.11

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
62.45	77.14	70.48	44.41	30.39