APPLICATION FOR EXTENSION OF APPROVAL

Date : 28-01-2025

To
The Registrar,
Council of Architecture,
New Delhi

Institute Code: **MH24**

Institute Name: **Shri V.B.Patil Trust`sAppasaheb Birnale College Of ArchitectureSANGLI**

Sub : Application for EXTENSION OF APPROVAL for **Bachelor of Architecture , Diploma in Architecture ,** at our institution.

Sir,

We have verified/updated the institute profile on COA portal and submitted the application(s) for EXTENSION OF APPROVAL for **Bachelor of Architecture , Diploma in Architecture ,** in respect of our institution on **28-01-2025** .

We have also uploaded the Self-assessment report for academic performance of the institution on the portal on **27-01-2025**. The Institution shall pay the required fees on the portal of the after verification of digital signatures on the application by the Council

We hereby declare that all the information furnished by the Institution is true to the best of our knowledge and belief. We fully understand that in case of any false information or misrepresentation, we shall be liable for any suitable action as deemed fit by the Council and as required under Law. We also undertake that our institution, if accorded approval by the Council of Architecture, shall abide by the provisions of the Architects Act, 1972 and Regulations, Norms & Standards prescribed by the Council from time to time.

We request you to kindly process our application(s).

Thanking you,

Yours Faithfully,

Dr. A.P. Wategave
Digitally signed by Dr. A.P. Wategave
Date: 2025.01.28 13:46:04 +05'30'

(Digital Signature of Head of the Institution)
Name : ARUNDHATI PRAVIN WATEGAVE, COA Number : CA/2004/33552, Mobile number :

I am fully aware of the profile update, contents of the application(s) and Self-assessment report being submitted by the Head of the institution and I give my consent for the same.

Mr. Sameer B. Birnale
Digitally signed by Mr. Sameer B. Birnale
Date: 2025.01.28 13:49:12 +05'30'

(Digital Signature of President/ Secretary of the Trust/Society/Company OR University registrar/Director in case of CFTI)
Name : Shri Sameer B.Birnale , Email address : birnalesameer@gmail.com , Mobile number : 9373759595

(Note: digital signatures should be affixed on the covering letter and the last page of the application pdf.)

General Profile

Academic Session : 2025-2026			
Parent's Organization			
Name of Trust/Society/University	Shri Vasantrao Banduji Patil trust sangli	**Date of Registration**	25-02-1971
Registered Communication Address	c/o Shri Vasantdada Patil Avurvedic Medical College Near Income Tax office South Shivaji Nagar, Sangli-Miraj Road sangli	**State**	MAHARASHTRA
City	Sangli	**Pincode**	416416
E-mail Address	vbptsangli@gmail.com	**Website**	
Number of Higher Education Institutes run by Trust/Society/Company	5	**Name of President/Chairperson**	Shri Sameer B.Birnale
Mobile no	9373759595	**E-mail**	birnalesameer@gmail.com
Name of Secretary	Shri P.G.Patil	**Mobile no**	9422614509
E-mail	vbptsangli@gmail.com	**Website**	
Whether the Trust/Society/Company is formed by the group of Architects	No		
Institutional Details			
Full Name of Institution	Shri V.B.Patil Trust`sAppasaheb Birnale College Of ArchitectureSANGLI	**Type of Institution**	Private College
Category	General	**Name of Affiliated University/Board**	Shivaji University, Kolhapur
Geo Map			
Longitude	16.866199	**Latitude**	74.587226
Address of the Institution	South Shivaji Nagar, Sangli-Miraj RoadNear Income Tax Office	**State**	MAHARASHTRA
City	Sangli	**Pincode**	416416
Landline number	2323746	**Mobile no**	9604831666
Email	contact@abcasangli.edu.in	**Website**	https://www.abcasangli.co.org
Nearest Railway Station	Sangli Station	**Distance to Railway Station (km)**	2
Nearest Airport	Kolhapur	**Distance to Airport (km)**	50
Name of the Head of Program	Ar. ARUNDHATI PRAVIN WATEGAVE CA/2004/33552 LAXMI ,1-A,RAJWADA GANESH DURG Sangli - 416416 MAHARASHTRA Mobile:9604861666 Email:apwategave@gmail.com	**Valid Up To**	Valid Till: 31-12-2025
Designation	Principal		
Program			

Program	Application Type	Duration(Year)	Intake	Year of Commencement
Bachelor of Architecture	Extension of Approval	5	80	1993
Diploma in Architecture	New	3	40	

APP/EXTN/MH24/2025/5129

2025 - 2026

Application Form For EXTENSION OF APPROVAL For Existing 5 Year Full Time Bachelor of Architecture

Enrollment Data

Academic Year	Sanctioned Intake	Students Admitted	Students Enrolled by COA	Remarks
2024-2025	80	27	27	
2023-2024	80	24	24	
2022-2023	80	38	38	
2021-2022	80	26	26	
2020-2021	80	87	87	

Details of Student Graduated

Academic Year	Intake	Graduated
2023 - 2024	80	41
2022 - 2023	80	72
2021 - 2022	80	75

intake Data

Whether you wish to temporarily surrender part of your intake for Current Academic Year(CAY) (in multiples of 20) based on admissions to first year for Current Academic Year	Whether you wish to restore your intake to previous sanctioned intake for Next Academic Year	Whether you wish to surrender part of your intake permanently for Next Academic Year onwards	Do you wish to apply for additional intake?
No	Yes Intake : 80	No	No

Owenership & Suitability of Land

Land Area in Sq.M	8416	**Land Ownership Status**	Owned
Land Use	Institutional		

Building Status

Total Built Up Space (Ready) :	2526.16	**Total Built Up Space (Planned)**	750

Building Resource

Particular	Uploaded Document
Ownership title: Document from revenue authority e.g. Property card, 7/12 extract, etc. If not present, Copy of registered purchase deed, Encumbrance Certificate. In case of leased land/Building - copy of registered lease deed.	View Document
In case of shared land – statement showing shares of all institutions.	View Document
Land Use certificate from competent authority.	View Document
Building plans approved by the competent authority.	View Document
Completion/ Occupancy certificate, wherever applicable.	View Document
Drawings from architect showing use, size and areas of all floors and surrounding site.	View Document
Photographs of completed building from outside and inside.	View Document
NoC/ Letter from local authority if getting plans approved is not required.	View Document
Whether Barrier free environment is provided?	View Document

Particular	Uploaded Document
An undertaking stating that all legal and statutory requirements with regards to permissions and safety and security of the occupants are complied with.	View Document
Copy of Building Permission/Approval Letter issued by the competent authority.	View Document

Studio Details(UG)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
STUDIO 02	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY ALONG WITH HD WEB CAM ASSISTANCE STUDIOS ATE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 01	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 04	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 03	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
SEMINAR HALL 01	11.85	6.00	71.10	Lecture Rooms With LCD Projector visual Facility & Advanced Smart Board Facilities	View Document
STUDIO 05	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 06	10.453	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 07	9.54	12.54	119.63	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 08	9.54	12.54	119.63	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document

Lecture Rooms Details (UG)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
CLASSROOM 01	4.87	9.92	48.31	Lecture Rooms With LCD Projector and Audio Visual Facility & Advanced Smart Board Facilities	View Document
CLASSROOM 04	11.85	6.00	71.10	Lecture Rooms With LCD Projector and Audio Visual Facility & Advanced Smart Board Facilities	View Document
CLASSROOM 03	4.87	9.92	48.31	Lecture Rooms With LCD Projector and Audio Visual Facility & Advanced Smart Board Facilities	View Document
CLASSROOM 02	4.87	9.92	48.31	Lecture Rooms With LCD Projector and Audio Visual Facility & Advanced Smart Board Facilities	View Document

Contstruction Yard Details(UG)

Construction Yard Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
Construction Yard	14.10	4.30	60.63	CONSTRUCTION YARD PARTLY SEMI COVERED AND PARTLY OPEN WITH RAW- MATERIAL PREPARATION SPACE SEPARATELY ADDED.	View Document
Construction Yard	14.50	3.90	56.55	CONSTRUCTION YARD PARTLY SEMI COVERED AND PARTLY OPEN WITH RAW- MATERIAL PREPARATION SPACE SEPARATELY ADDED.	View Document

Other Spaces	
Details	View Document
Please Upload a pdf/csv/xlsx file in a tabular form stating names, sizes and areas of Other Spaces such as Teachers/Staff Rooms, Office, Submission Room, NASA room, Common Rooms, Multipurpose Hall, Canteen, Toilets, Hostels, etc.	View Document

Computer Details (UG)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
Computer Cener	6.92	9.92	68.64	COMPUTER CENTER WITH 40. NO. OF COMPUTERS AND PRINTING SCANNING FACILITY ADD ON INVERTER BACK UP AND UPDATED LICENSES SOFTWARE.	View Document

Library

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
library	11.85	6.00	71.10	CONDUCIVE LIBRARY WITH E-JOURNAL AND E-BOOKS READING FACILITY. SEPARATE READING AND STACKING SECTION FOR FACULTY AND STUDENTS. ALONG WITH CENTRALIZE E READING BOOKS FACILITY.	View Document
Library	4.87	9.92	48.31	CONDUCIVE LIBRARY WITH E-JOURNAL AND E-BOOKS READING FACILITY. SEPARATE READING AND STACKING SECTION FOR FACULTY AND STUDENTS. ALONG WITH CENTRALIZE E READING BOOKS FACILITY.	View Document
Library	4.00	6.45	25.80	CONDUCIVE LIBRARY WITH E-JOURNAL AND E-BOOKS READING FACILITY. SEPARATE READING AND STACKING SECTION FOR FACULTY AND STUDENTS. ALONG WITH CENTRALIZE E READING BOOKS FACILITY.	View Document

Particulars	Required	Available	View Doc
Books - Volumes	5490	6524	View Document
Books - Titles	1830	3538	
Journals – National	10	12	
Journals - International	4	5	
E- Journals	1	1	

Lab and Workshop Details (UG)

Lab and Workshop Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
Model Making & Carpentry Workshop	5.77	6.45	37.21	Well Equipped Carpentry Workshop and Space for Model Making	View Document
CLIMATE & ENVIRONMENT LAB	4.77	6.45	30.77	ADVANCE CLIMATE AND ENVIRONMENT LAB WITH UPDATED LABS EQUIPMENT	View Document
SURVEYING LAB	2.88	6.3	18.14	ADVANCE SURVEYING LAB WITH UPDATED LABS EQUIPMENT	View Document
ELECTRICAL/LIGHTING/ILLUMINATION LAB	4.44	6.45	28.64	ADVANCE CLIMATE AND ELECTRICAL/LIGHTING/ILLUMINATION LAB WITH UPDATED LABS EQUIPMENT	View Document
MATERIAL MUSEUM LAB	4.44	6.45	28.64	ADVANCE MATERIAL MUSEUM LAB WITH UPDATED LABS EQUIPMENT	View Document

DETAILS OF LAB EQUIPMENT	
Document	View Document

Software Details	
View Document	View Document
Peripherals (Scanners,Plotters and Printers) Details	
Document	View Document
Other Details	
Particulars	Uploaded Document
Copy of Trust Deed/Society Registration	View Document
Copy of Central/State Act of University/Institution, if applicable	View Document
Course curriculum / Syllabus of programme duly approved by the Governing Council of University and/or competent authority	View Document
Detail of Funds	
Particular	Uploaded Document
Corpus/ Endowment fund as prescribed by Government/ University/ Council.	View Document
Statement of funds earmarked for construction and furnishing (Wherever required).	View Document
Human Resources	

Head of Institution

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Adm.Desig.	Nature of Appointment/Date of joining	Qualification		Work Experience		
						Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Ms. ARUNDHATI PRAVIN WATEGAVE	CA/2004/33552 (31/12/2025)	Principal (12) Salary: Rs. 96363	Principal	Full Time Saturday, August 03, 2024	Bachelor of Architecture [B.Arch.] (1995 - 2000)	Division (First) 60.50%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	I/C PRINCIPAL **(Full Time Teaching)**	1 Years, 4 Months, 23 Days
						Master of Architecture (2006 - 2008)	CGPA () (65.00%)	Appasaheb Birnale College of Architecture, Sangli	Principal **(Full Time Teaching)**	0 Years, 3 Months, 29 Days
						Doctorate degree in Architecture (2014 - 2020)	CGPA () (NA%)	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)**	12 Years, 4 Months, 7 Days
								PROPRITER	PRINCIPAL ARCHITECT **(Professional)**	6 Years, 6 Months, 30 Days
								Total Experience	20 Years, 7 Months, 29 Days	
								Experience deducted for PG course	-731 Days	
								Total Experience	18 Years, 7 Months, 28 Days	

Professor (Design Chair)

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Mr. RAJESH VISHWANATH SATHE	CA/1994/17231 (31/12/2030)	Professor (Design Chair) (12)	Full Time Monday, July 02, 2018	Bachelor of Architecture [B.Arch.] (1988 - 1993)	Division (Second) 55.33%	Appasaheb Binale College of Archiecture, Sangli	Assistant Professor **(Full Time Teaching)** (From 01/07/1995 to 30/06/2018)	22 Years, 11 Months, 29 Days
					Master of Architecture (2006 - 2008)	Division (First) 66.10%	ppasaheb Birnale College of Architecture sangli	Professor (Design Chair) **(Full Time Teaching)** (From 01/07/2018 to 26/11/2024)	6 Years, 4 Months, 26 Days
							Total Experience	29 Years, 4 Months, 26 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	27 Years, 4 Months, 25 Days	

Associate Professor

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Mr. SHANTANU PRAKASH JAGTAP	CA/2006/39012 (31/12/2028)	Associate Professor (18)	Full Time Saturday, July 01, 2006	Bachelor of Architecture [B.Arch.] (1997 - 2002)	Division (First) 69.00%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	PROFESSOR **(Full Time Teaching)** (From 01/07/2019 to 30/09/2023)	4 Years, 2 Months, 30 Days
					Master of Architecture (2009 - 2012)	Division (First) 61.00%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/10/2023 to 26/11/2024)	1 Years, 1 Months, 26 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/01/2007 to 30/06/2019)	12 Years, 5 Months, 27 Days
							Total Experience	17 Years, 10 Months, 23 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	15 Years, 10 Months, 22 Days	
2	Mr. SUNIL TATYASAHEB NITWE	CA/1997/21157 (31/12/2030)	Associate Professor (16)	Full Time Monday, July 02, 2018 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1990 - 1995)	Division (Second) 57.42%	Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)** (From 01/07/1997 to 30/06/2018)	20 Years, 11 Months, 29 Days
					Master of Architecture (2006 - 2008)	Division (First) 64.90%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/07/2018 to 26/11/2024)	6 Years, 4 Months, 26 Days
							Total Experience	27 Years, 4 Months, 25 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	25 Years, 4 Months, 25 Days	

Associate Professor

3	Mr. VINAYAK DHONDIRAM RASAL	CA/2001/28086 (31/12/2032)	Associate Professor (16)	Full Time Monday, July 02, 2018	Bachelor of Architecture [B.Arch.] (1996 - 2001)	Division (Second) 51.42%	Appasaheb Birnale College of Architecture, Sangli	Assistant Professor **(Full Time Teaching)** (From 01/07/2010 to 30/06/2018)	7 Years, 11 Months, 29 Days
					Master of Architecture (2010 - 2012)	Division (First) 60.20%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/07/2018 to 26/11/2024)	6 Years, 4 Months, 26 Days
							Total Experience	14 Years, 4 Months, 25 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	12 Years, 4 Months, 25 Days	
4	Mr. SACHIN GAJANANRAO KANOJE	CA/2000/26642 (31/12/2032)	Associate Professor (16)	Full Time Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1995 - 2000)	Division (First) 67.17%	Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)** (From 01/07/2015 to 30/10/2022)	7 Years, 3 Months, 29 Days
					Master of Architecture (2018 - 2020)	Division (First) 62.16%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 26/11/2024)	2 Years, 0 Months, 25 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 26/11/2024)	2 Years, 0 Months, 25 Days
							Total Experience	11 Years, 5 Months, 20 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	9 Years, 5 Months, 19 Days	

Assistant Professor

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Mr. Sani Elahi Mhetar	CA/2015/70860 (31/12/2026)	Assistant Professor (18)	Full Time Sunday, July 01, 2018 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2009 - 2015)	Division (First) 63.33%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/07/2018 to 26/11/2024)	6 Years, 4 Months, 26 Days
							Total Experience	6 Years, 4 Months, 26 Days	
2	Mr. DHAVAL SATISH AGHERA	CA/2017/85914 (31/12/2029)	Assistant Professor (18)	Tenure Based Tuesday, November 01, 2022	Bachelor of Architecture [B.Arch.] (2013 - 2017)	Division (First) 66.63%	Propriter	Chief Architect **(Professional)** (From 01/01/2018 to 01/02/2023)	5 Years, 1 Months, 0 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 26/11/2024)	2 Years, 0 Months, 25 Days
							Total Experience	7 Years, 1 Months, 25 Days	
3	Ms. GUDDIDEVI JAGDISH SUTAR	CA/2017/86000 (31/12/2028)	Assistant Professor (18)	Tenure Based Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2012 - 2017)	Division (First) 73.22%	Propriter	Chief Architect **(Professional)** (From 01/01/2018 to 01/02/2023)	5 Years, 1 Months, 0 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 26/11/2024)	2 Years, 0 Months, 25 Days
							Total Experience	7 Years, 1 Months, 25 Days	

Assistant Professor

4	Mr. AKASH ASHOK BHOSALE	CA/2017/86477 (31/12/2030)	Assistant Professor (18)	Tenure Based Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2012 - 2017)	Division (First) 63.33%	Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)** (From 01/11/2022 to 01/01/2024)	1 Years, 2 Months, 30 Days
							Propriter	Chief Architect **(Professional)** (From 01/01/2018 to 01/02/2023)	5 Years, 1 Months, 0 Days
							Total Experience	6 Years, 3 Months, 0 Days	
5	Mr. SUSHANT DEELIP SHEDSALE	CA/2018/97870 (31/12/2029)	Assistant Professor (18)	Tenure Based Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2013 - 2018)	Division (First) 77.81%	Propriter	Chief Architect **(Professional)** (From 01/01/2019 to 01/02/2023)	4 Years, 1 Months, 0 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 26/11/2024)	2 Years, 0 Months, 25 Days
							Total Experience	6 Years, 1 Months, 26 Days	
6	Mr. SARTHAK MALGONDA PATIL	CA/2019/115951 (31/12/2031)	Assistant Professor (18)	Tenure Based Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2014 - 2019)	Division (First) 64.93%	Propriter	Chief Architect **(Professional)** (From 01/01/2020 to 01/01/2024)	4 Years, 0 Months, 0 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 26/11/2024)	2 Years, 0 Months, 25 Days
							Total Experience	6 Years, 0 Months, 25 Days	

Assistant Professor

7	Mr. Hemant Prabhakar Pandit	CA/2017/85915 (31/12/2034)	Assistant Professor (16)	Tenure Based Tuesday, August 01, 2023 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2012 - 2017) Division (First) 60.00%	SURESH DESHMUKH & ASSOICATES: JR ARCHITECT **(Professional)** (From 01/10/2018 to 28/02/2020) — 1 Years, 4 Months, 28 Days SOFTTECH EMPOWERING TRNSFORMATION: JR ARCHITECT **(Professional)** (From 01/03/2020 to 30/06/2020) — 0 Years, 3 Months, 29 Days SELF PRACTICE: PROPRITER **(Professional)** (From 01/01/2021 to 30/07/2023) — 2 Years, 6 Months, 26 Days APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI: ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/08/2023 to 26/12/2024) — 1 Years, 4 Months, 26 Days **Total Experience**: 5 Years, 8 Months, 19 Days
8	Mr. SHUBHAM BALASAHEB SHETTI	CA/2017/85586 (31/12/2028)	Assistant Professor (16)	Tenure Based Tuesday, August 01, 2023 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2012 - 2018) Division (First) 62.44%	ULHAS PATIL ASSOCIATE: JR ARCHITECT **(Professional)** (From 01/01/2018 to 31/12/2018) — 0 Years, 11 Months, 29 Days APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI: ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/08/2023 to 26/11/2024) — 1 Years, 3 Months, 26 Days **Total Experience**: 2 Years, 3 Months, 25 Days

Assistant Professor

9	Ms. Akanksha Anil Jadhav	CA/2015/70744 (31/12/2032)	Assistant Professor (16)	Tenure Based Tuesday, August 01, 2023 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2005 - 2014)	Division (First) 60.14%	SHRI S.D.PATIL COLLLEGE OF ARCHITECTURE ISLAMPUR — ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/07/2017 to 30/07/2023) — 6 Years, 0 Months, 28 Days APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI — ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/08/2023 to 25/11/2024) — 1 Years, 3 Months, 25 Days **Total Experience** — 7 Years, 4 Months, 23 Days
10	Ms. PRANALI MARUTI KULKARNI	CA/2021/136080 (31/12/2032)	Assistant Professor (16)	Tenure Based Friday, December 01, 2023 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2014 - 2020) Master's Degree In Landscape Architecture (2021 - 2023)	Division (First) 71.08% CGPA (6)	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI — ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/01/2024 to 31/12/2024) — 0 Years, 11 Months, 30 Days **Total Experience** — 1 Years, 0 Months, 30 Days
11	Mr. MAYUR PRAKASH WAGHMARE	CA/2020/126110 (31/12/2031)	Assistant Professor (16)	Tenure Based Thursday, June 20, 2024 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2015 - 2020)	Division (First) 75.85%	PROPRITER — PRINCIPAL ARCHITECT **(Full Time Teaching)** (From 31/12/2020 to 15/06/2024) — 3 Years, 5 Months, 14 Days **Total Experience** — 3 Years, 5 Months, 14 Days
12	Ms. ARATI HANMANT SURYAVANSHI	CA/2021/128823 (31/12/2032)	Assistant Professor (16)	Tenure Based Saturday, July 20, 2024 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2015 - 2020)	Division (First) 74.08%	PROPRITER — PRINCIPAL ARCHITECT **(Professional)** (From 01/03/2021 to 15/06/2024) — 3 Years, 3 Months, 14 Days **Total Experience** — 3 Years, 3 Months, 14 Days

Assistant Professor

13	Ms. Neha Subahu Thosar (Not Ratified by Nominee)	CA/2018/99385 (31/12/2033)	Assistant Professor (16)	Tenure Based Monday, January 13, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2013 - 2018)	Division (Second) 59.46%	Paralegal in Dassault Systemes, Pune	Architect **(Professional)** (From 05/01/2023 to 30/10/2024)	1 Years, 9 Months, 24 Days
					Master of Architecture (2019 - 2021)	Division (First) 78.06%	Constrocrafts Architects, Pune	Architect **(Professional)** (From 05/01/2022 to 30/11/2022)	0 Years, 10 Months, 24 Days
							Total Experience	2 Years, 8 Months, 19 Days	

Visiting Faculty

S.No.	Faculty Name	Council Reg No (Validity)	Date of joining	Qualification		Work Experience		
				Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Ms. Kishori Krishnat Mohite	CA/2018/91037 (31/12/2025)	Tuesday, August 01, 2023	Bachelor of Architecture [B.Arch.] (2012 - 2017)	Division (Second)	DESIGNTERRA LANDSCAPE COUNSULTANCY	JR ARCHITECT **(Professional)**	3 Years, 6 Months, 28 Days
						Total Experience	3 Years, 6 Months, 28 Days	

Allied Faculty (Engineering,Fine Arts,Humanities,etc.)

S.No.	Faculty Name	Date of Joining	Academic Designation	Nature of Appointment	Qualification		Work Experience		
					Qualification	Class/ Division	Organization/ Institution Name	Designation	Duration
1	Er P.P.Pise	Wednesday, January 01, 2003	Assistant Professor	Full Time	Master of Engineering [M.E.] (2000 - 2002)	Division (First) 70.92%	Appasaheb Birnale College of Architecture, Sangli	Assistnat Professor **(Full Time Teaching)**	18 Years, 6 Months, 2 Days
							Total Experience	18 Years, 6 Months, 2 Days	
2	Mr. Suresh Pandit	Saturday, July 01, 1995	Assistant Professor	Visiting	Bachelor's Degree in Allied Subjects of Architecture (1973 - 1978)	Division (Second) 56.00%	Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)**	27 Years, 7 Months, 2 Days
							Total Experience	27 Years, 7 Months, 2 Days	

<table>
<tr><th rowspan="2">S.No.</th><th rowspan="2">FacultyName</th><th rowspan="2">Date of Joining</th><th rowspan="2">Academic Designation</th><th rowspan="2">Nature of Appointment</th><th colspan="2">Qualification</th><th colspan="3">Work Experience</th></tr>
<tr><th>Qualification</th><th>Class/ Division</th><th>Organization/ Institution Name</th><th>Designation</th><th>Duration</th></tr>
<tr><td rowspan="6">3</td><td rowspan="6">ABHISHEK S NAVALE</td><td rowspan="6">Tuesday, August 01, 2023</td><td rowspan="6">Assistant Professor</td><td rowspan="6">Tenure Based</td><td rowspan="2">Bachelor of Engineering [B.E.] (2013 - 2018)</td><td rowspan="2">Division (First) 68.38%</td><td>Phoenix Construction Sangli</td><td>Site Engineer (Professional)</td><td>0 Years, 6 Months, 1 Days</td></tr>
<tr><td>Dr.A.B.Kulkarni & Associates, Sangli</td><td>Structural Engineering (Professional)</td><td>2 Years, 4 Months, 0 Days</td></tr>
<tr><td rowspan="2">Master of Technology [M.Tech.] (2018 - 2020)</td><td rowspan="2">CGPA () (6.78%)</td><td>Structus Consultants Pvt. Ltd Pune</td><td>Structural Engineer (Professional)</td><td>1 Years, 0 Months, 30 Days</td></tr>
<tr><td>Appasaheb Birnale College of architecture Sangli</td><td>Assistant Professor (Full Time Teaching)</td><td>1 Years, 3 Months, 26 Days</td></tr>
<tr><td colspan="2">Total Experience</td><td colspan="2">5 Years, 2 Months, 28 Days</td></tr>
<tr><td rowspan="3">4</td><td rowspan="3">MRUNAL GANESH JOSHI</td><td rowspan="3">Friday, December 01, 2023</td><td rowspan="3">Assistant Professor</td><td rowspan="3">Tenure Based</td><td>B.A (1990 - 1993)</td><td>Division (First) 64.61%</td><td rowspan="2">APPASAHEB BIRNALE COLLGE OF ARCHITECTURE SANGLI</td><td rowspan="2">ASSISTANT PROFESSOR (Visiting type)</td><td rowspan="2">0 Years, 11 Months, 26 Days</td></tr>
<tr><td>M.A (1993 - 1995)</td><td>Division (Second) 55.00%</td></tr>
<tr><td colspan="2">Total Experience</td><td colspan="2">0 Years, 11 Months, 26 Days</td></tr>
<tr><td colspan="10">Non Teaching Staff</td></tr>
<tr><td colspan="5">Document</td><td colspan="5">View Document</td></tr>
<tr><td colspan="10">FACULTY TRAINING/QIP DETAILS</td></tr>
<tr><td colspan="5">Document</td><td colspan="5">View Document</td></tr>
</table>

APP/EXTN/MH24/2025/5129

2025 - 2026

Studio Details(Diploma)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
Studio No.09	10.74	8.45	90.75	Advance Digital Studio with LCD Projector facility along with HD Web Camera Assistance	View Document
Studio No 10	10.31	8.45	87.22	Advance Digital Studio with LCD Projector facility along with HD Web Camera Assistance	View Document
Studio.No.11	11.95	6.45	77.08	Advance Digital Studio with LCD Projector facility along with HD Web Camera Assistance	View Document

Lecture Rooms Details (Diploma)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
Lecture Room 05	10.74	6.45	69.27	lecture Rooms with LCD Projector & Audio Visual Facility	View Document
Lecture Room 01	4.87	8.45	48.31	lecture Rooms with LCD Projector & Audio Visual Facility	View Document

Contstruction Yard Details(Diploma)

Construction Yard Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
Construction Yard	14.10	4.30	60.63	Construction Yard partly semi covered and partly open with raw material preparation space separately added	View Document
Construction Yard	14.50	3.90	56.55	Construction Yard partly semi covered and partly open with raw material preparation space separately added	View Document

Other Spaces

Details	View Document
Please Upload a pdf/csv/xlsx file in a tabular form stating names, sizes and areas of Other Spaces such as Teachers/Staff Rooms, Office, Submission Room, NASA room, Common Rooms, Multipurpose Hall, Canteen, Toilets, Hostels, etc.	View Document

Computer Details (Diploma)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
This field is required					

Library

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
LIBRARY	11.85	6.00	71.10	CONDUCIVE LIBRARY WITH E-JOIRNALS AND E-BBOK READING FACILITY SEPARATE READING AND STACKING SECTION	View Document
LIBRARY	4.87	9.92	48.31	CONDUCIVE LIBRARY WITH E-JOIRNALS AND E-BBOK READING FACILITY SEPARATE READING AND STACKING SECTION	View Document
LIBRARY	4.00	6.45	25.80	CONDUCIVE LIBRARY WITH E-JOIRNALS AND E-BBOK READING FACILITY SEPARATE READING AND STACKING SECTION	View Document

Particulars	Required	Available	View Doc
Books - Volumes	200	6524	View Document
Books - Titles	80	3538	

Particulars	Required	Available	View Doc
Journals – National	4	12	
Journals - International	0	5	
E- Journals	0	1	

Lab and Workshop Details (Diploma)

Lab and Workshop Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
MODEL MAKING AND CARPENTRY WORKSHOP	6.20	6	37.20	Well Equipped Carpentry Workshop and Space for Model Making	View Document
CLIMATE & ENVIRONMENT LAB	4.40	6	30.80	ADVANCE CLIMATE AND ENVIRONMENT LAB WITH UPDATED LABS & EQUIPMENTS	View Document
SURVEYING LAB	3.1	6	18.60	ADVANCE SURVEYING LAB WITH UPDTED LABS AND EQUIPMENTS	View Document
ELECTRICAL/ LIGHTING/ ILLUMINATION LAB	4.09	7	28.63	ADVANCE CLIMATE AND ELECTRICAL/ LIGHTING/ ILLUMINATION LAB WITH UPDATED LAB EQUIPMENTS	View Document
MATERIAL MUSEUM LAB	4.09	7	28.63	ADVANCE MATERIAL MUSEUM LAB WITH LAB EQUIPMENT	View Document

DETAILS OF LAB EQUIPMENT

Document	View Document

Software Details

View Document	View Document

Peripherals (Scanners,Plotters and Printers) Details

Document	View Document

Human Resources

Head of Institution

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Adm.Desig.	Nature of Appointment/Date of joining	Qualification		Work Experience		
						Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Ms. ARUNDHATI PRAVIN WATEGAVE	CA/2004/33552 (31/12/2025)	Head Of Department (12) Salary: Rs. 6th Pay	Principal	Full Time Saturday, August 03, 2024 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1995 - 2000)	Division (First) 60.50%	Propriter	Principal Architect **(Professional)**	5 Years, 10 Months, 28 Days
						Master's Degree In Architecture Technology (2006 - 2008)	Division (First) 65.00%	Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)**	12 Years, 7 Months, 23 Days
						Doctorate degree in Architecture (2014 - 2020)	Division (First) AWARDED%	Appasaheb Birnale College of Architecture, Sangli	I/c Principal **(Full Time Teaching)**	0 Years, 11 Months, 14 Days
								Appasaheb Birnale College of Architecture, Sangli	Prinicpal **(Full Time Teaching)**	0 Years, 4 Months, 17 Days
								Total Experience	19 Years, 10 Months, 22 Days	
								Experience deducted for PG course	-731 Days	
								Total Experience	17 Years, 10 Months, 22 Days	

Lecturer

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Ms. SHREYA SANJAY BAWADEKAR	CA/2024/173286 (31/12/2025)	Lecturer (16)	Tenure Based Monday, July 01, 2024 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2015 - 2020)	Division (First) 62.23%	APPASAHEB BIRANALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/07/2024 to 31/12/2024)	0 Years, 5 Months, 0 Days
							Total Experience	0 Years, 6 Months, 0 Days	

Head Of Department

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Mrs. Pratiksha Makarand Jadhav	CA/2014/65025 (31/12/2025)	Head Of Department (16)	Tenure Based Wednesday, January 01, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2008 - 2013)	Division (First) 62.82%	Shri S.D.Patil College of Architecture, Islampur	Assistant Professor **(Full Time Teaching)** (From 01/07/2016 to 30/06/2023)	6 Years, 11 Months, 28 Days
					Master of Architecture (2017 - 2019)	Division (First) 63.73%	Appasaheb Birnale College of Architecture, Sangli	Assistant Professor **(Full Time Teaching)** (From 01/07/2023 to 21/01/2025)	1 Years, 6 Months, 22 Days
							Prakash Jadhav & Association	Architect **(Professional)** (From 01/01/2015 to 31/12/2015)	0 Years, 11 Months, 29 Days
							Self Practicing	Principal Architect **(Professional)** (From 01/01/2016 to 30/06/2016)	0 Years, 5 Months, 28 Days
							Total Experience	10 Years, 0 Months, 17 Days	
							Experience deducted for PG course	-730 Days	
							Total Experience	8 Years, 0 Months, 18 Days	

Visiting Faculty

S.No.	Faculty Name	Council Reg No (Validity)	Date of joining	Qualification		Work Experience		
				Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration

Allied Faculty (Engineering,Fine Arts,Humanities,etc.)

S.No.	Faculty Name	Date of Joining	Academic Designation	Nature of Appointment	Qualification		Work Experience		
					Qualification	Class/ Division	Organization/ Institution Name	Designation	Duration

Non Teaching Staff

Document	View Document

FACULTY TRAINING/QIP DETAILS

Document	View Document

Form B

1. Design (Basic Design, Architectural Design Studios, Thesis/ Project/ Dessertation etc.)

A. Specify the semester wise Course objectives and the exercises devised

Semester 1	Architecture Design Semester I Course objectives- • This course introduces students to the fundamental principles of basic design in architecture, aiming to develop their ability to apply these principles in creative and functional design projects. • The course emphasizes that design is a creative process, involving thoughtful decision-making and a clear statement of intent. • Students will learn to view architecture not only as construction but as an art form that balances function, aesthetics, and technology. Students will begin by exploring what architecture is and the range of services architects provide, from design to consultation and project management. The course will cover the scope of architectural practice, highlighting how architects address societal needs through the design of both residential and public spaces. The course will introduce students to the basic design elements such as line, form, texture, and color. They will learn how to apply these elements creatively in architectural work, to create spaces that are functional, harmonious, and visually appealing. Students will also understand that design is an ongoing, iterative process that involves balancing aesthetics, functionality, and construction. Throughout a project, these three aspects evolve, and students will gain an understanding of how to integrate building materials, structural systems, and construction methods effectively. In space planning, students will focus on design principles like proportion, scale, and balance to organize spaces that are both functional and aesthetically pleasing. They will study how environmental factors, site conditions, climate, orientation, and circulation influence design decisions. This will help them understand how to create spaces that respond to human needs while considering the surrounding context. A key part of the course will be understanding the standard measurements for various human activities, which is essential for allocating spaces efficiently. Students will examine how to design spaces that cater to basic human needs such as comfort, safety, and privacy, ensuring that each space is designed with the user in mind. Students will then analyze and design small, functional spaces, such as living rooms, kitchens, or public spaces like bus stops or telephone booths. These exercises will help them understand how to design efficient, user-friendly spaces within limited areas (up to 25 square meters). They will learn how to organize different functions in a single space while maintaining a harmonious relationship between them. This will require students to apply space planning principles and consider the needs of the user in the design process. In another exercise, students will conduct site analysis, taking environmental factors and human needs into account while planning spaces. They will also design simple public spaces, such as bus stops or small retail stalls, to explore how form and function come together in public architecture. Lastly, students will work on designing interior layouts for a residential or commercial space, focusing on creating cohesive, user-centered environments that integrate both architectural and interior design elements.
Semester 2	Architecture Design Semester II Course objectives- • The objective of this course is to introduce students to the fundamental principles of basic design in architecture, helping them apply these principles in creative and functional design processes. • The course aims to foster an understanding of design as a creative process, where decision-making is guided by a clear statement of intent. • Through the application of basic design principles, students will develop the ability to approach architectural problems with both creativity and practicality. The course content covers a variety of topics essential for understanding architecture as a multidisciplinary and evolving field. Students will begin by learning about the different types of structures and construction techniques used in architecture. This knowledge will provide them with a foundation for understanding how buildings are physically constructed and the various structural systems employed in architectural practice. They will also explore elementary climatology and the importance of site orientation in building design. Understanding environmental factors, such as climate and sun orientation, is critical for creating buildings that are comfortable, energy-efficient, and well-integrated with their surroundings. Another key area of focus will be the relationship between architecture and other visual arts. Students will learn that architecture is not only a functional art but also a form of visual expression, drawing on elements from painting, sculpture, and other creative disciplines. This interdisciplinary approach will help students appreciate how architectural design can be informed by broader artistic principles, such as composition, proportion, and aesthetics. The course will also include the development of conceptual sketches as a vital part of the design process. Students will engage in sketching exercises to explore and communicate their design ideas, helping them refine their concepts and translate them into built forms. These sketches will serve as a tool for developing the principles and techniques learned in the course, allowing students to visualize and communicate their ideas effectively. At the end of the year, students will reflect on their learning and prepare a summary sheet that encapsulates the knowledge they have gained throughout the course. This review will enable them to assess their progress and identify areas for further development. It will also serve as a way to consolidate their understanding of the subject matter and prepare for future design challenges. Design exercises will play a key role in the course, giving students the opportunity to apply what they have learned in practical scenarios. Students will work on design problems that focus on planning small-scale buildings with multiple functions. For example, they will design spaces for individual living units, shops, stalls, and snack bars, with a total area of up to 80 square meters. These exercises will require students to plan spaces that cater to various activities and user needs, while considering factors such as circulation, function, and spatial relationships.
Semester 3	Architecture Design Semester III Architectural design in the second year of an architecture program often involves tackling medium-complexity projects, providing students with the opportunity to apply and expand their knowledge gained in the foundational first year. This stage marks a transition from basic design principles to a more nuanced understanding of spatial relationships, user needs, and site context. The aim is to develop a comprehensive design solution that balances aesthetics, functionality, and sustainability. One key aspect of second-year architectural design is the integration of theoretical knowledge with practical application. Students delve into the exploration of architectural theories, design philosophies, and historical precedents. This theoretical foundation serves as a platform for informed decision-making, allowing students to justify their design choices based on a deep understanding of architectural principles. The medium-complexity projects assigned in the second year often involve multifunctional spaces and a more intricate site context. Students are challenged to analyze and respond to the specific requirements of the project brief while considering the social, cultural, and environmental aspects of the site. This phase encourages a holistic approach to design thinking, where the architect must balance creativity with feasibility. Site analysis becomes a crucial component at this stage. Students learn to assess the physical, cultural, and environmental characteristics of a site. Factors such as topography, climate, and existing structures play a significant role in shaping the design response. Sustainable design practices are introduced, promoting an awareness of the environmental impact of architectural interventions. This not only aligns with contemporary design trends but also fosters a sense of responsibility among budding architects. The second year of architectural design also emphasizes the importance of user experience and functionality. Students explore the human scale, ergonomics, and the psychological impact of spaces. They learn to envision how occupants will interact with the built environment, ensuring that the design enhances the quality of life. This user-centric approach is vital in creating architecture that not only looks impressive but also serves its intended purpose effectively. Design development in the second year three-dimensional modeling This integration of not only enhances the design process but also prepares students for the evolving demands of the architectural profession. Collaboration and communication skills are honed during this phase. Students often work in groups, simulating real-world scenarios where architects collaborate with other professionals. Effective communication of design concepts through drawings, models, and presentations becomes a crucial skill. This prepares students for the interdisciplinary nature of architecture, where collaboration with engineers, planners, and clients is essential. In conclusion, the second year of architectural design for medium-complexity projects is a pivotal stage in an architecture student's journey. It marks a progression from foundational principles to a more nuanced understanding of architectural complexities. Students are challenged to integrate theoretical knowledge with practical application, addressing site-specific challenges, emphasizing sustainability, and prioritizing user experience. The skills developed during this phase lay a robust foundation for the subsequent years of architectural education and professional practice.

Semester 4	Architecture Design Semester IV Architectural design in the second year of an architecture program often involves tackling medium-complexity projects, providing students with the opportunity to apply and expand their knowledge gained in the foundational first year. This stage marks a transition from basic design principles to a more nuanced understanding of spatial relationships, user needs, and site context. The aim is to develop a comprehensive design solution that balances aesthetics, functionality, and sustainability. One key aspect of second-year architectural design is the integration of theoretical knowledge with practical application. Students delve into the exploration of architectural theories, design philosophies, and historical precedents. This theoretical foundation serves as a platform for informed decision-making, allowing students to justify their design choices based on a deep understanding of architectural principles. The medium-complexity projects assigned in the second year often involve multifunctional spaces and a more intricate site context. Students are challenged to analyze and respond to the specific requirements of the project brief while considering the social, cultural, and environmental aspects of the site. This phase encourages a holistic approach to design thinking, where the architect must balance creativity with feasibility. Site analysis becomes a crucial component at this stage. Students learn to assess the physical, cultural, and environmental characteristics of a site. Factors such as topography, climate, and existing structures play a significant role in shaping the design response. Sustainable design practices are introduced, promoting an awareness of the environmental impact of architectural interventions. This not only aligns with contemporary design trends but also fosters a sense of responsibility among budding architects. The second year of architectural design also emphasizes the importance of user experience and functionality. Students explore the human scale, ergonomics, and the psychological impact of spaces. They learn to envision how occupants will interact with the built environment, ensuring that the design enhances the quality of life. This user-centric approach is vital in creating architecture that not only looks impressive but also serves its intended purpose effectively. Design development in the second year three-dimensional modeling This integration of not only enhances the design process but also prepares students for the evolving demands of the architectural profession. Collaboration and communication skills are honed during this phase. Students often work in groups, simulating real-world scenarios where architects collaborate with other professionals. Effective communication of design concepts through drawings, models, and presentations becomes a crucial skill. This prepares students for the interdisciplinary nature of architecture, where collaboration with engineers, planners, and clients is essential. In conclusion, the second year of architectural design for medium-complexity projects is a pivotal stage in an architecture student's journey. It marks a progression from foundational principles to a more nuanced understanding of architectural complexities. Students are challenged to integrate theoretical knowledge with practical application, addressing site-specific challenges, emphasizing sustainability, and prioritizing user experience. The skills developed during this phase lay a robust foundation for the subsequent years of architectural education and professional practice.
Semester 5	Architecture Design Semester V In the third year of a Bachelor of Architecture (B.Arch) program, students delve into advanced architectural design, building on the foundational knowledge and skills acquired in the previous years. This stage represents a pivotal moment in their education, as they transition from fundamental principles to more complex and nuanced aspects of architectural practice. One of the key focuses of the third-year curriculum is the integration of various design elements and principles into a comprehensive architectural project. Students are challenged to develop a deep understanding of site analysis, contextual relevance, and user needs. This involves exploring the cultural, social, economic, and environmental aspects of a site, ensuring that their designs respond to a broad spectrum of influences. Integrating sustainable practices and addressing the ecological impact of architecture become crucial considerations at this level. The coursework often involves more extensive design projects, pushing students to think critically and creatively. They may tackle complex programs, such as mixed-use developments, cultural institutions, or community centers. This challenges students to synthesize their knowledge of structural systems, environmental factors, and spatial relationships to create well-rounded and functional designs. In addition to honing their design skills, third-year B.Arch students delve deeper into advanced construction techniques and technologies. They learn about innovative materials, structural systems, and construction methods that contribute to the efficiency, sustainability, and longevity of their designs. Embracing digital tools like Building Information Modeling (BIM) and parametric design software becomes increasingly important, empowering students to visualize and communicate their ideas in three dimensions. Collaboration is a key aspect of the third-year B.Arch program. Students often engage in group projects, simulating real-world architectural practice. This collaborative approach encourages the exchange of ideas, diverse perspectives, and the development of effective communication skills – essential qualities for future architects working in interdisciplinary teams. In the third year of a B.Arch program, the emphasis on architectural design is paramount as students transition from foundational principles to complex projects. Advanced design skills become crucial for synthesizing site analysis, contextual considerations, and user needs. This stage challenges students to create holistic and sustainable solutions, incorporating innovative construction techniques and digital tools. Architectural design in the third year fosters critical thinking, creativity, and collaboration, preparing students for real-world practice. It is a pivotal phase where students hone their abilities to conceptualize, communicate, and execute architectural visions, laying the foundation for their future roles as architects The third year is also a time for students to explore architectural theory and history in greater depth. By studying influential architects, movements, and theories, students gain a broader understanding of the cultural and intellectual context that shapes architectural discourse. This knowledge informs their design decisions, helping them develop a critical and informed design philosophy
Semester 6	Architecture Design Semester VI In the third year of a Bachelor of Architecture (B.Arch) program, students delve into advanced architectural design, building on the foundational knowledge and skills acquired in the previous years. This stage represents a pivotal moment in their education, as they transition from fundamental principles to more complex and nuanced aspects of architectural practice. One of the key focuses of the third-year curriculum is the integration of various design elements and principles into a comprehensive architectural project. Students are challenged to develop a deep understanding of site analysis, contextual relevance, and user needs. This involves exploring the cultural, social, economic, and environmental aspects of a site, ensuring that their designs respond to a broad spectrum of influences. Integrating sustainable practices and addressing the ecological impact of architecture become crucial considerations at this level. The coursework often involves more extensive design projects, pushing students to think critically and creatively. They may tackle complex programs, such as mixed-use developments, cultural institutions, or community centers. This challenges students to synthesize their knowledge of structural systems, environmental factors, and spatial relationships to create well-rounded and functional designs. In addition to honing their design skills, third-year B.Arch students delve deeper into advanced construction techniques and technologies. They learn about innovative materials, structural systems, and construction methods that contribute to the efficiency, sustainability, and longevity of their designs. Embracing digital tools like Building Information Modeling (BIM) and parametric design software becomes increasingly important, empowering students to visualize and communicate their ideas in three dimensions. Collaboration is a key aspect of the third-year B.Arch program. Students often engage in group projects, simulating real-world architectural practice. This collaborative approach encourages the exchange of ideas, diverse perspectives, and the development of effective communication skills – essential qualities for future architects working in interdisciplinary teams. In the third year of a B.Arch program, the emphasis on architectural design is paramount as students transition from foundational principles to complex projects. Advanced design skills become crucial for synthesizing site analysis, contextual considerations, and user needs. This stage challenges students to create holistic and sustainable solutions, incorporating innovative construction techniques and digital tools. Architectural design in the third year fosters critical thinking, creativity, and collaboration, preparing students for real-world practice. It is a pivotal phase where students hone their abilities to conceptualize, communicate, and execute architectural visions, laying the foundation for their future roles as architects The third year is also a time for students to explore architectural theory and history in greater depth. By studying influential architects, movements, and theories, students gain a broader understanding of the cultural and intellectual context that shapes architectural discourse. This knowledge informs their design decisions, helping them develop a critical and informed design philosophy

Semester 7	Adv. Architecture Design Semester VII Project: IT Building Complex at Sangli Introduction The seventh-semester advanced architectural design project for Bachelor of Architecture under Shivaji University focuses on designing an IT Building Complex at Sangli. This project aims to challenge students to integrate modern design principles with advanced building services and technologies to create a sustainable and efficient structure. The project is divided into two segments: a Major Design Component and a Minor Project Component, enabling a holistic approach to architectural design and technical detailing. Major Design Component (60%)The major design component emphasizes the overall architectural planning, spatial organization, and aesthetic detailing of the IT Building Complex. 1. Site Analysis and Contextual Response Students will conduct a thorough site analysis of Sangli, considering factors such as climate, topography, accessibility, and urban context. The design must respond sensitively to the site, integrating the structure harmoniously with its surroundings. 2. Functional Zoning The IT Building will consist of various zones, including workspaces, conference rooms, recreational areas, cafeterias, and administrative offices. Each zone should be designed to ensure efficiency, comfort, and seamless connectivity. 3. Architectural Form and Aesthetics The design must emphasize innovation and creativity in form and façade treatment, employing modern materials such as glass, steel, and composites. The façade can incorporate dynamic elements like sun-shading devices, green walls, or photovoltaic panels. 4. Environmental Sustainability Sustainability is a core aspect, requiring the use of green building techniques. Passive design strategies, energy-efficient systems, and environmentally friendly materials should be prioritized. 5. Integration of Smart Technologies The IT Building must reflect advancements in technology, incorporating intelligent systems for lighting, climate control, and security. 6. Minor Component (40%) The minor project focuses on advanced building services and construction technologies essential for special-purpose buildings like IT complexes. Key services and technologies include: 1. Fire Fighting Systems A robust fire protection strategy, including sprinklers, fire alarms, evacuation plans, and fire-resistant materials, is to be incorporated to ensure safety. 2. HVAC Systems The design should integrate efficient HVAC systems to maintain indoor air quality and thermal comfort while minimizing energy consumption. 3. Security Systems Advanced security measures such as biometric access, surveillance systems, and intrusion detection are critical in an IT facility. 4. Rainwater Harvesting Sustainable water management practices, including rainwater harvesting systems, must be incorporated for water conservation. 5. Solar Electricity Generation The inclusion of photovoltaic panels and other renewable energy systems will reduce dependency on non-renewable power sources and enhance sustainability. 6. High-Tech Basement Parking A well-planned basement parking area with provisions for smart parking solutions and charging stations for electric vehicles must be included. 7. Vertical Circulation Systems The design should feature efficient vertical circulation systems, including elevators, escalators, and ramps, to ensure accessibility for all users.the project provides students an opportunity to demonstrate their expertise in architectural design while integrating advanced building technologies and sustainable practices. sustainability, functionality, and technological integration, this project aims to prepare students for professional architectural practice while contributing to the vision of smart and sustainable urban development in sangli.
Semester 8	Adv. Architecture Design Semester IX The course focuses on the design and planning of large-scale urban campuses, emphasizing public amenities, civic areas, commercial spaces, transportation, and sports facilities. The curriculum enables students to develop comprehensive skills in urban campus planning while addressing sociological, economic, cultural, and climatic factors. Advanced construction technologies, user-centric planning, and regulatory compliance are central themes, preparing students for real-world challenges in large-scale urban development. In this course, students will work on two main projects: a Major Project (Sports Complex Design) and a Minor Project (Survey and Analysis of Urban Inserts at Rajmati Ground, Sangli for an Exhibition Center). Major Project: Sports Complex Design The major project involves the conceptualization, design, and detailed planning of a Sports Complex. This project emphasizes integrating urban context, user needs, and modern architectural practices into a functional and aesthetically appealing sports facility. Key Focus Areas: Design Considerations: Functional spaces such as sports arenas, training areas, and spectator zones. Public amenities, accessibility, and circulation for both pedestrians and vehicles. Climate-responsive design to enhance energy efficiency and comfort. Regulatory Compliance: Adherence to local building bye-laws and international standards for sports infrastructure. Inclusive design with provisions for differently-abled users. Services Integration: Incorporation of HVAC systems, firefighting measures, and waste management solutions. Efficient internal road networks and parking facilities. Technology and Materials: Application of advanced construction materials and sustainable technologies. Emphasis on safety and easy evacuation strategies. Outcome: Students will present their design solutions with detailed plans, sections, elevations, 3D visualizations, and models. The project will culminate in a holistic sports complex design that meets urban demands and user satisfaction. Minor Project: Urban Inserts Survey and Analysis The minor project involves a detailed survey and analysis of Rajmati Ground, Sangli, focusing on its potential as an Exhibition Center. This project requires students to engage with the urban fabric, understand site-specific challenges, and propose urban inserts that contribute to the functionality and vibrancy of the space. Key Focus Areas: Survey and Data Collection: Topographical analysis, vegetation mapping, and contour studies. Documentation of accessibility, existing infrastructure, and surrounding urban fabric. Urban Context: Understanding the sociological and cultural significance of the site. Analyzing user demographics and traffic patterns to identify key design requirements. Design Parameters: Exploring flexible layouts to accommodate various exhibition needs. Incorporating landscape and urban design elements to enhance user experience. Comparative Analysis: Reviewing similar projects to identify best practices. Drawing insights from case studies for application to the site. Outcome: Students will submit a comprehensive report with maps, diagrams, and recommendations for the proposed exhibition center. This analysis will serve as a foundation for understanding the interplay between urban design and functionality.
Semester 9	Thesis Semester IX The architectural thesis project is the pinnacle of an architecture student's academic journey, encapsulating years of learning and exploration. It is both a challenge and an opportunity for students to demonstrate their creative vision, technical expertise, and ability to address complex real-world issues through design. The project is often a deeply personal endeavor, reflecting a student's values, interests, and aspirations as they transition into professional practice. The first step in an architectural thesis project is selecting a topic that resonates with the student while addressing a pressing architectural or urban challenge. Topics often range from sustainable design, urban regeneration, and adaptive reuse to social housing, cultural preservation, or speculative future environments. The chosen subject serves as a framework for in-depth research and critical analysis, enabling students to explore architectural principles and solutions in a focused manner. For instance, a student might choose to design a climate-resilient coastal community, addressing rising sea levels and environmental degradation. This topic would require an understanding of environmental science, community needs, and innovative design strategies, creating a rich foundation for exploration. The thesis process begins with rigorous research to establish a solid understanding of the project's context, including site analysis, user studies, and precedent research. This research informs the conceptual development phase, where students translate abstract ideas into design strategies. Sketches, diagrams, and physical or digital models are used to explore spatial configurations, materiality, and form. The iterative nature of the thesis process is essential. Students engage in a cycle of critique and refinement, often presenting their work to faculty, peers, and external jurors. This collaborative feedback helps sharpen their ideas and ensures the design is both innovative and practical. The thesis project demands the integration of diverse aspects of architectural education, from structural systems and building technologies to sustainability and urban planning. Students must demonstrate that their designs are technically feasible, environmentally conscious, and responsive to user needs. Advanced tools like parametric modeling, Building Information Modeling (BIM), and energy simulation software are often used to test and validate design solutions. At the same time, the thesis allows students to explore architectural theory and philosophy, providing a platform to articulate their unique design perspective. For example, a project addressing urban homelessness might integrate social theories with architectural interventions, offering innovative yet pragmatic solutions. The culmination of the thesis is a comprehensive presentation, including drawings, renderings, models, and written documentation. This presentation is not merely an academic exercise but a professional milestone, showcasing the student's abilities to a wider audience, including potential employers or collaborators. An architectural thesis project often has a lasting impact on a student's career trajectory. It serves as a portfolio centerpiece, reflecting the depth of their design thinking and problem-solving skills. Moreover, some thesis projects go beyond the academic realm, influencing real-world architectural practices or sparking further research.

Semester 10	Thesis Semester X The architectural thesis project is the pinnacle of an architecture student's academic journey, encapsulating years of learning and exploration. It is both a challenge and an opportunity for students to demonstrate their creative vision, technical expertise, and ability to address complex real-world issues through design. The project is often a deeply personal endeavor, reflecting a student's values, interests, and aspirations as they transition into professional practice. The first step in an architectural thesis project is selecting a topic that resonates with the student while addressing a pressing architectural or urban challenge. Topics often range from sustainable design, urban regeneration, and adaptive reuse to social housing, cultural preservation, or speculative future environments. The chosen subject serves as a framework for in-depth research and critical analysis, enabling students to explore architectural principles and solutions in a focused manner. For instance, a student might choose to design a climate-resilient coastal community, addressing rising sea levels and environmental degradation. This topic would require an understanding of environmental science, community needs, and innovative design strategies, creating a rich foundation for exploration. The thesis process begins with rigorous research to establish a solid understanding of the project's context, including site analysis, user studies, and precedent research. This research informs the conceptual development phase, where students translate abstract ideas into design strategies. Sketches, diagrams, and physical or digital models are used to explore spatial configurations, materiality, and form. The iterative nature of the thesis process is essential. Students engage in a cycle of critique and refinement, often presenting their work to faculty, peers, and external jurors. This collaborative feedback helps sharpen their ideas and ensures the design is both innovative and practical. The thesis project demands the integration of diverse aspects of architectural education, from structural systems and building technologies to sustainability and urban planning. Students must demonstrate that their designs are technically feasible, environmentally conscious, and responsive to user needs. Advanced tools like parametric modeling, Building Information Modeling (BIM), and energy simulation software are often used to test and validate design solutions. At the same time, the thesis allows students to explore architectural theory and philosophy, providing a platform to articulate their unique design perspective. For example, a project addressing urban homelessness might integrate social theories with architectural interventions, offering innovative yet pragmatic solutions. The culmination of the thesis is a comprehensive presentation, including drawings, renderings, models, and written documentation. This presentation is not merely an academic exercise but a professional milestone, showcasing the student's abilities to a wider audience, including potential employers or collaborators. An architectural thesis project often has a lasting impact on a student's career trajectory. It serves as a portfolio centerpiece, reflecting the depth of their design thinking and problem-solving skills. Moreover, some thesis projects go beyond the academic realm, influencing real-world architectural practices or sparking further research.

B. Explain the Design learning progression from 1st to 10th semesters highlighting the process followed

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C. Technical correctness of Drawings

Semester	Name	Document
Semester 1	Architecture Design Semester I	View Document
Semester 2	Architecture Design Semester II	View Document
Semester 3	Architecture Design Semester III	View Document
Semester 4	Architecture Design Semester IV	View Document
Semester 5	Architecture Design Semester V	View Document
Semester 6	Architecture Design Semester VI	View Document
Semester 7	Adv. Architecture Design Semester VII	View Document
Semester 8	Adv. Architecture Design Semester IX	View Document
Semester 9	Thesis Semester IX	View Document
Semester 10	Thesis Semester X	View Document

2. Technology (Construction, Structures, Services, Specifications etc.)

A. Specify the semester wise Course objectives and the exercises devised

Semester 1	Building construction and material - II SEMESTER II The course aims to provide students with a comprehensive understanding of the fundamental aspects of construction and materials, particularly focusing on load-bearing construction. The objectives encompass a multifaceted approach, including theoretical knowledge, practical application, and a blend of classroom and field learning experiences. Understanding Basic Building Elements: The first objective centers on equipping students with a profound comprehension of basic building elements, emphasizing their functions and behaviors in diverse conditions. By delving into the intricacies of load-bearing construction, students will gain insights into the structural nuances that govern architectural design. Principles of Construction and Materials: The second objective is directed at fostering a clear understanding of the fundamental principles of construction and the materials pertinent to load-bearing structures. Students will explore the properties of stones, including types of rocks, quarrying methods, and the composition of building stones. Similarly, the study of lime encompasses its ore, quarrying, burning processes, and applications in mortar mix, neeru, plaster, and more. The incorporation of ISI standards ensures a comprehensive grasp of quality benchmarks. Analytical and Logical Thinking in Structural Aspects: The third objective underscores the development of analytical and logical thinking concerning the structural facets of architecture. Students will be challenged to apply their knowledge in problem-solving scenarios, enabling them to think critically about the implications of design choices and construction methods. Encouraging a Mix of Classroom and Field Learning: The fourth objective promotes a balanced learning approach, integrating both classroom teachings and practical experiences in the field. This combination ensures that students not only grasp theoretical concepts but also witness the real-world application of their knowledge, fostering a holistic understanding of construction and materials. Materials - Stones and Lime: In the materials section, students will explore the intricacies of stones, covering everything from their origins and types of rocks to methods of quarrying, composition, and properties. Defects in stones, various dressings, and their applications in construction will be studied. Lime, a crucial building material, will be extensively covered, including its ore, quarrying, burning processes, mortar mix, preparation methods, and applications in construction. Construction - Arches, Cornices, Canopy, Porch, Doors, Windows, and Roof: The construction segment delves into the practical application of knowledge. Topics include the construction methods and centering for arches, design and construction of cornices, canopies, and porches in brick and stone. The study of doors and windows encompasses various types, such as ledged, braced, battened, false paneled doors, and simple glazed and wooden paneled windows. Finally, students will explore different types of roofs, their layouts, and details of roof coverings, including thatch, Mangalore tiles, country tiles, and shingles.
Semester 2	ESTIMATING & COSTING - SEMV- The syllabus begins with Unit 1 -Focusing on the fundamental aims and objects of estimation, costing, and specifications. Students are introduced to the core objectives of these processes, understanding their significance in construction projects. Through lectures and presentations, they grasp the importance of accurate estimation and costing in project planning and execution. Unit 2 - Students delve into the various types of estimates. They learn about approximate estimates, their purpose, and the methods used for their preparation. Detailed estimates are then explored, emphasizing their role in providing precise project cost assessments. Through discussions and examples, students gain insights into the nuances of each type of estimate. In Unit 3 - Students learn the principles of taking out quantities, a crucial aspect of estimation. They understand measurement forms and abstract forms, essential tools for quantification in construction projects. Practical exercises and demonstrations help students master methods like the Long Wall Short Wall method and the Centre Line method, enhancing their skills in quantity estimation. Unit 4 - Introduces students to the principles of rate analysis, a vital component of costing. They explore factors affecting rate analysis and learn to conduct market surveys to determine current rates of materials and labor. By analyzing rates based on standard schedules of rates (SSR), students gain proficiency in assessing costs for various construction activities like excavation, brickwork, and plastering. In Unit 5 - Students focus on specifications, understanding their purpose and importance in construction projects. They learn to write general and brief specifications for different building items, ensuring clarity and consistency in project requirements. Through examples and case studies, students develop the ability to draft precise specifications tailored to specific project needs. Throughout the learning progression, students engage in a variety of teaching methodologies, including lectures, presentations, discussions, practical exercises, demonstrations, and case studies. This diverse approach caters to different learning styles, ensuring active participation and deeper understanding of the subject matter. By the end of the syllabus, students have acquired a solid foundation in estimation, costing, and specifications in construction. They are equipped with the knowledge and skills necessary to accurately estimate project costs, quantify materials, analyse rates, and draft comprehensive specifications. This prepares them for effective decision-making and project management roles in the construction industry.
Semester 3	THEORY OF STRUCTURE - SEM -III In structural engineering, simple bending is a fundamental concept describing the flexural deformation of a beam under bending moments. Assumptions in simple bending theory include linear elasticity, small deformations, and the preservation of plane sections. The bending stress formula, derived from mechanics principles, relates the bending moment, moment of inertia, modulus of elasticity, radius of curvature, and distance from the neutral axis to the outer fiber. Examples illustrate the application of this formula across various cross-sectional shapes like rectangular, angle, channel, Tee, and I sections, aiding in the calculation of bending stresses and moment of resistance. Shear stress in beams arises from internal force distribution due to transverse shear forces. The theory of shear stress distribution explains how shear stress varies across a beam's cross-section. Formulas for shear stress distribution are provided, with examples demonstrating calculations for rectangular, circular, I, and T sections under different loading conditions. Deflection refers to a beam's deformation under applied loads. Limits of deflection are defined based on structural requirements. The double integration method is used for deflection analysis, covering scenarios like simply supported beams with uniform distributed load, central point load, cantilever beams with uniform distributed load, and point load at free end. Examples guide students through step-by-step calculations of beam deflections under varied loading conditions. Designing tension and compression members follows structural codes like IS 800 for steel structures. Steel tables and design charts aid in selecting appropriate member sizes considering loading conditions and material properties. Examples demonstrate the application of IS 800 guidelines and steel tables in designing tension and compression members. Composite beams, also called flitched beams, optimize structural performance by combining steel and timber elements. The moment of resistance of flitched beams considers the combined contribution of steel and timber components. Examples illustrate the calculation of moment of resistance and design considerations for composite beams. In summary, the learning progression covers key concepts in structural engineering, including simple bending, shear stress in beams, deflection analysis, design of tension and compression members, and composite beams. Through theoretical explanations and practical examples, students gain a comprehensive understanding of these concepts, enabling them to analyze and design various structural elements effectively.

Semester 4	THEORY OF STRUCTURE - SEM -V The learning progression for this subject covers key concepts and principles related to structural analysis and design, focusing on the theory of simple bending, shear stress in beams, deflection of beams, design of tension and compression members, and composite beams. Here's a brief overview: In structural engineering, understanding the behavior of columns and struts is fundamental. Students begin by distinguishing between short and long columns based on their slenderness ratio. Euler's formula, a cornerstone in column design, is introduced to calculate the buckling load under different end conditions, such as both ends hinged or fixed. However, the formula has limitations, considering factors like imperfections and load eccentricity. To address these, Rankine's theory is introduced, along with concepts like slenderness ratio and effective length. Through examples covering various support conditions, students apply Euler's and Rankine's theories practically. Moving to connections, students learn about riveted and welded joints. They understand the types of riveted joints and common failure modes. Strength calculations for single and double riveted lap and butt joints are covered, alongside the advantages and disadvantages of welded joints. Basic design principles for welded connections in tension and compression members are introduced, followed by practical problems to reinforce learning. Designing loadbearing masonry walls and piers for buildings requires attention to structural requirements, material properties, and stability considerations. Students learn design methods and standards applicable to brick and stone masonry, focusing on safety and structural integrity. Soil mechanics is crucial in foundation design. Students start by understanding Safe Bearing Capacity (SBC) of soil and its determination using plate load tests. They explore the ISI table for SBC of various soil types and learn sieve analysis for soil particle size distribution. Key physical properties of soil, including specific gravity, porosity, void ratio, water content, and degree of saturation, are explained with basic examples to illustrate their significance in soil mechanics. Finally, students delve into masonry retaining walls, analyzing their stability against water and earth pressure. Design principles are discussed, covering overturning, sliding, and bearing capacity considerations. Examples of rectangular and trapezoidal section retaining walls are provided, allowing students to perform design calculations and stability checks. This learning progression equips students with essential knowledge and skills in structural and geotechnical engineering. They learn to analyze and design various structural elements, understand soil behavior, and ensure stability and safety in construction projects. Through practical examples and application-oriented learning, students develop proficiency in tackling real-world engineering challenges.
Semester 5	BUILDING CONSTRUCTION AND MATERIAL – SEMESTER 5 The course provides an in-depth exploration of construction processes, supervision techniques, appropriate use of building materials, and the preparation of detailed drawings for practical implementation. It emphasizes structural concepts and material properties, integrating site visits, case studies, and measured drawings to offer a comprehensive learning experience. The course begins with a detailed study of foundations, focusing on their application in loose soil conditions and pile foundations. It covers various types of piles, including bearing, friction, timber, steel, and R.C.C. piles, with specific attention to cast-in-situ and precast piles. The syllabus also includes pile grouping, pile cap reinforcement, and under-reamed piles, along with an exploration of dewatering techniques for excavation trenches. The unit on retaining walls delves into masonry and R.C.C. retaining walls, detailing gravity and mass retaining walls, along with various types of R.C.C. retaining walls. Reinforcement, formwork, construction joints, water bars, and waterproofing details are examined in depth. Staircases are explored through timber, steel, R.C.C., and composite materials, with emphasis on joinery details, finishes, and reinforcement specifics for various types such as folded, cantilevered, and central-beam staircases. Constructional details of parapets, balusters, handrails, and tile fixing for treads and risers are also included. The course introduces advanced building technologies like glass curtain walls and structural glazing, focusing on construction details, spider fittings, and structural systems. Claddings are studied extensively, encompassing a variety of materials such as stone, brick, wood, tiles, aluminium composite panels (ACP), UPVC, and porcelain. Students gain practical knowledge of cladding construction details and their applications in modern building design. In the section on steel connections, the course addresses the market forms of steel, detailing stanchions, beams, castellated beams, and built-up stanchions and beams. It includes connection details for stanchion-foundation, stanchion-beam, and beam-beam assemblies, with a focus on haunched and composite connections between steel and concrete elements. These components are explored to enhance understanding of structural integration and stability. The materials section is divided into ferrous and non-ferrous materials, starting with iron ores, pig iron, cast iron, wrought iron, and steel. Their properties, market forms, magnetic characteristics, and applications are studied, with an additional focus on factors influencing their physical properties. Non-ferrous materials like aluminium, zinc, copper, and asbestos are examined for their unique properties, classifications, and uses in construction. Alloys such as aluminium and copper-based alloys are also covered, highlighting their significance in building materials. The course concludes with an introduction to thermal insulating materials, their types, properties, and applications in enhancing energy efficiency. Through this detailed curriculum, students are equipped with theoretical and practical knowledge to manage construction activities proficiently, develop innovative solutions, and effectively utilize materials in modern architectural practice. By integrating structural concepts, material studies, and site-based learning, the course prepares students to address challenges in the construction industry and contribute to sustainable and efficient building designs.
Semester 6	BUILDING SERVICES -IV SEMESTER -6 Building services are the systems installed in buildings to make them comfortable, functional, efficient and safe . Building services play a central role in contributing to the design of a building, not only in terms of overall strategies and standards to be achieved, but also location of major plant and equipment, the position of vertical service risers, routes for the distribution of horizontal services, drainage, energy sources, sustainability. This means that building services design must be integrated into the overall building design from a very early stage in the design process, particularly on complex building projects such as hotels and hospitals. This course aims to get knowledge of all the advance building services and apply them in advance architecture design. The students should be able to a lot spaces in their design for the topics below. 1. Electricity generation through solar panels. 2Services for hotels and hospitals, like housekeeping services, laundry services, diet kitchens, central sterile supply Department. 3. Swimming pools for hotels 4. Introduction to sustainable services for hotels and hospitals.

B. Explain the learning progression from 1st to 10th semesters highlighting the process followed

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C. Technical correctness of Drawings

Semester	Name	Document
Semester 1	Building construction and material - II SEMESTER II	View Document
Semester 2	ESTIMATING & COSTING - SEM V	View Document
Semester 3	THEORY OF STRUCTURE - SEM -III	View Document

Semester 4	THEORY OF STRUCTURE - SEM -V	View Document
Semester 5	BUILDING CONSTRUCTION AND MATERIAL – SEMESTER 5	View Document
Semester 6	BUILDING SERVICES -IV SEMESTER -6	View Document

3. Humanities & Environment (History, Humanities, Landscape etc.)

A. Specify the semester wise Course objectives and the exercises devised

Semester 1	HUMAN SETTLEMENT & HISTORY OF CIVILIZATION SEMESTER I To study the settlement and the History of Civilization from Prehistoric period and ancient civilization. Settlement pattern and architectural built from have the influence of geography, geology, climate, socio-climate and religious aspect of that particular place, which emphasis the context of specific planning and design approach is required. Comparative study of various civilizations will give the appropriate guideline for the study of settlement and architecture. The sessional work included notes and sketches on each topic, individual seminar by students, internal tests, models etc. The following summarizes the course contents and assignments devised accordingly. • Prehistoric Period: Evolution of man, relation in between Man and environment, rise of culture and religion, Stone Age, Bronze Age, Iron Age, Culture and civilization. General features/influences of human settlement factor responsible for the development of human settlement.Assignment: Notes and Sketches on Settlement, Factors affecting Human Settlement, Neolithic, Paleolithic Man, Characteristics of Pre-Historic Settlement, Types of Dwellings, Monolith, Stonehenge • Nile Valley civilization: Influences/aspects, architectural characters, Burial system, Egyptian temple, Egyptian city [city Kahun] planning.Assignment: Notes and Sketches on Characteristics of Egyptian Civilization, Egyptian burial System – pyramids, Egyptian Temples characteristics, Egyptian Cities, Kahun city planning Seminar topics: pyramids, Kahun Egyptian city • Greek civilization: Influence/ aspects, architectural characters, Study of Greek cities indetail, cityAthensAssignment: Notes and Sketches on Characteristics of Greek Civilization, Agora, Parthenon, Acropolis, Greek cities, City of Athens Seminar on Agora, City of Athens • Roman civilization: Influence /aspects, architectural characters, study of romancities,Roman MilitarytownAssignment: Notes and Sketches on Characteristics of Roman Civilization, Forum, Colosseum, Thermae, Roman cities, City of Timgad Seminar on Forum, City of Timgad • Mesopotamian civilization: Influence/aspects, architectural characters, city Babylon,cityUr ,ziggurat , Hanging Garden [Sumerian , Assyrian and Babylonian]Assignment: Notes and Sketches on Characteristics of Mesopotamian Civilization, Ziggurats, Hanging Garden, City of Babylon, City of Ur Seminar on Ziggurats, Hanging Garden, Babylon and City of Ur • A: Indus valley civilization- Influence/aspects, architectural characters,Mohenjo-Darocityplanning • B: Vedic civilization – VedicvillageAssignment: Notes and Sketches on Characteristics of Indus Valley Civilization, City of Mohenjo-Daro, Great Bath, Vedic Village Seminar on Mohenjo-Daro, Vedic Village In addition to the above, the students were given two Class Tests of 50 marks each to prepare them for the theory paper at the end of the semester. Attendance was also considered while finalizing the internal marks.
Semester 2	HUMAN SETTLEMENT & HISTORY OF CIVILIZATION SEMESTER II To study of settlement of development of civilization from medieval period to modern period. Study should emphasize a development phase of civilization with reference to socio-cultural, religion, climate geography and geological aspect. Comparative study of various civilization. The sessional work included notes and sketches on each topic, individual seminar by students, internal tests, models etc. The following summarizes the course contents and assignments devised accordingly. Renaissance Period: Study of settlement in Europe and in India Renaissance city Jaipur, Baroque city planning - city of Versailles Assignment: Notes and Sketches, Seminar, Group Work Industrial Revolution: Impact of industrial revolution in development of transportation and communication, concept of factory town, City beautiful movement Assignment: Notes and Sketches, Seminar, Test Plan for community: Robert Owen, satellite town And Garden city, GedianTriad and urban renewal, Theory of Dynapolis C.A.Doxiadis Assignment: Notes and Sketches, Seminar Evolution of cities: Assignment: Notes and Sketches, Seminar Neighborhood Planning: Modern town planning in India In addition to the above, the students were given two Class Tests of 50 marks each to prepare them for the theory paper at the end of the semester. Attendance was also considered while finalizing the internal marks. The teaching methodology included presentations, blackboard explanation, videos on related topics, group discussions. The books referred for the course included History of World Civilisation by J Edgar Swain, Human Settlement by KR Thooyavan, Town Planning by Abir Bandopadhyay and The Great Ages of World Architecture by GK Hiraskar
Semester 3	History of Architecture I The history of architecture is a critical subject for second-year Bachelor of Architecture (B.Arch) students, offering insights into the evolution of design principles and cultural influences. In this semester, the syllabus focuses on the development of Hindu, Buddhist, and Jain architecture, with an emphasis on their origins, distinct characteristics, and notable examples. These ancient architectural traditions provide a foundation for understanding spatial design, aesthetics, and structural ingenuity in historical contexts. Hindu Architecture Hindu architecture emerged during the Vedic period and evolved over centuries into distinct styles influenced by regional and cultural diversity. The two main temple architectural styles are Nagara (North Indian) and Dravidian (South Indian), with the Vesara style emerging as a hybrid in central IndiaExamples: 1. Brihadeeswara Temple, Tamil Nadu (Dravidian style) 2. Kandariya Mahadev Temple, Khajuraho (Nagara style) 3. Lingaraj Temple, Odisha (Kalinga style) Buddhist Architecture Buddhist architecture originated with the construction of stupas, monasteries, and chaityas to commemorate Buddha's life and teachings. Early stupas, such as the Great Stupa at Sanchi, were hemispherical mounds containing relics. Over time, Buddhist architecture expanded to rock-cut caves like the Ajanta and Ellora Caves, featuring exquisite frescoes and carvings. Viharas (monastic halls) and chaityas (prayer halls) reflect meticulous planning and craftsmanship. Examples: 1. Great Stupa at Sanchi, Madhya Pradesh 2. Ajanta Caves, Maharashtra 3. Mahabodhi Temple, Bodh Gaya, Bihar Jain Architecture Jain architecture, known for its intricate details and serene compositions, emphasizes simplicity and symmetry, adhering to the principle of non-violence (ahimsa). Temples were constructed to inspire meditation and devotion, often featuring ornate domes, delicate sculptures, and pillared halls. Jain temple complexes were typically situated on hilltops, symbolizing spiritual elevation. Examples: 1. Dilwara Temples, Mount Abu, Rajasthan 2. Ranakpur Temple, Rajasthan 3. Shravanabelagola, Karnataka Assignments for Students List of Assignments for History of Architecture (Hindu, Buddhist, and Jain) Focus: Writing and Sketching Writing Assignments 1. Comparative Analysis: Compare and contrast the Nagara and Dravidian styles of Hindu temples. Discuss their spatial planning, architectural elements, and symbolism. 2. Symbolism in Architecture: Explore the symbolic meanings embedded in Hindu temples, Buddhist stupas, or Jain shrines. Discuss how these elements reflect the philosophy and beliefs of the respective religion. 3. Architectural Timeline: Write about the chronological development of one style (e.g., Buddhist rock-cut caves) with examples, explaining the technological and artistic advancements over time. 4. Temple Rituals and Architecture: Write a paper analyzing the relationship between religious practices and architectural design in Hindu or Jain temples. 5. Influence of Buddhist Architecture Abroad: Explore how Buddhist architecture spread to other parts of Asia (e.g., China, Japan, Southeast Asia) and evolved into unique styles. _____ Sketching Assignments 1. Elemental Sketches:: o Shikhara (Hindu temple spire) o Mandapa (pillared hall) o Vimana (South Indian temple tower) o Stupa and its parts (harmika, toranas, medhi) o Chaitya arches (Buddhist prayer halls) 2. Temple Plans: o Lingaraj Temple, Odisha o Great Stupa at Sanchi, Madhya Pradesh o Ranakpur Jain Temple, Rajasthan 3. Elevation and Section Drawings: o Dravidian temples (e.g., Brihadeeswara Temple)

Semester 4	History of Architecture II Mughal architecture, a fusion of Persian, Islamic, and Indian styles, is a crucial subject in architectural education. For second-year Bachelor of Architecture (B.Arch) students, understanding the essence of Mughal architecture involves a multidisciplinary approach that combines theoretical knowledge with hands-on learning. Here's a structured methodology to teach this subject effectively: _____ 1. Theoretical Foundation A strong theoretical base is essential for students to grasp the socio-cultural and historical context of Mughal architecture. Lectures should cover: • Historical Overview: Explaining the Mughal Empire's timeline and its influence on architecture. • Key Features: Highlighting design principles, including symmetry, axial planning, domes, minarets, and decorative elements like pietra dura, jaali work, and calligraphy. • Architectural Evolution: Comparing the works of rulers like Akbar, Jahangir, Shah Jahan, and Aurangzeb, emphasizing landmarks such as Fatehpur Sikri, Humayun's Tomb, and the Taj Mahal. • Structural Techniques: Discussing construction materials, engineering innovations, and water management systems. Incorporate multimedia tools like slides, videos, and virtual tours to make lectures engaging. _____ _____ 3. Hands-on Studio Assignments Studio exercises allow students to creatively reinterpret Mughal design elements: • Analytical Drawings: Assign tasks to draw plans, sections, and elevations of Mughal structures. • Design Projects: Encourage students to incorporate Mughal elements into modern architectural projects, fostering innovation. • 3D Modeling: Use tools like AutoCAD, SketchUp, or Rhino to recreate Mughal structures digitally, aiding spatial visualization. _____ 4. Interactive Discussions • Islamic Geometry: Practical exercises on patterns and tessellations. • Restoration Techniques: Insights into preserving heritage structures. • Cultural Influences: Discussions on how Mughal architecture reflects syncretism. Group discussions and debates on topics like sustainability in Mughal design or its global influence encourage critical engagement. _____ 5. Research and Analysis Research assignments enhance analytical and presentation skills: • Comparative Studies: Compare Mughal architecture with other Indian styles (e.g., Rajput or Dravidian). • Presentation: Students present their findings through visual aids like charts and models. _____ 6. Evaluation and Feedback Assess students through: • Continuous Evaluation: Grades based on assignments, site documentation, and participation. • Final Project: A comprehensive design or analysis project incorporating Mughal principles. • Peer Reviews: Encourage collaborative critique to enhance learning. _____ This holistic methodology ensures students not only understand Mughal architecture but also appreciate its timeless relevance in design and urban planning. Through a blend of theory, practice, and creativity, students develop the skills to analyze and apply historical knowledge in contemporary contexts.
Semester 5	History of Architecture V Course Outcomes (COs) Course Outcomes for T.Y. B.Arch - History of Architecture 1. Gothic Architecture o Understand and analyze the defining features, structural systems, and aesthetic principles of Gothic architecture. 2. Renaissance Architecture o Explore the revival of classical principles in Renaissance architecture and their adaptation in urban and cultural contexts. 3. Industrial Revolution o Investigate the influence of the Industrial Revolution on architecture, including the introduction of new materials and construction methods. 4. Post-Modern Architecture in India o Explore the characteristics and philosophy of Post-Modern architecture and its relevance in the Indian context. Evaluation Matrix & List of Assignment History of Architecture II Year - 2023-24 class - S.Y.Barch sub teacher- Ar. Pratiksha Jadhav Sr.No Assignment Marks 10 Ecvaluation Matrix Total Mode of submission Students sign P A C U 1 1. Gothic Architecture 1. The Evolution of Gothic Structural Systems: Analyze the development and significance of ribbed vaults, flying buttresses, and pointed arches. 2. Light and Space in Gothic Architecture: 3. The Role of Religious Symbolism in Gothic 4. Comparative Study of Regional Gothic Styles: Contrast French Gothic, English Gothic, and German Gothic architectural elements. 5. Relevance of Gothic Architecture in Modern Designs: Analyze examples where Gothic elements have been reinterpreted in contemporary architecture. A4 Paper File,sketches shets 2 Renaissance Architecture 1. The Revival of Classical Ideals in Renaissance Architecture: Discuss the influence of Vitruvius and classical antiquity on Renaissance design principles. 2. The Role of Perspective in Renaissance. 3. Comparison of Early and High Renaissance Architecture: Study the transitions in style from Brunelleschi to Michelangelo. 4. Patronage and Power in Renaissance Architecture: Examine how architecture was used as a tool for displaying wealth and power. 5. The Legacy of Renaissance Architecture in Modern Urban Planning A4 Paper File,sketches shets 3 Industrial Revolution 1. Impact of the Industrial Revolution on Building Materials: Study the introduction of iron, steel, and glass and their effects on architectural design. 2. Architecture and Urbanization During the Industrial Revolution: Analyze how rapid urban growth influenced housing and public infrastructure. 3. Innovative Structures of the Industrial Age: 4. The Role of Factories in Shaping Industrial Architecture: Explore the functional and aesthetic aspects of factory design. 5. Social Implications of Industrial Revolution Architecture: A4 Paper File,sketches shets 5 Modern Architecture 1. Modernism and the Bauhaus Movement: Investigate the impact of the Bauhaus philosophy on functional and aesthetic aspects of modern design. 2. The International Style: Global Impact and Criticism: Study the principles, key architects, and critiques of the International Style. 3. Role of Technology in Modern Architecture: Explore how advancements in materials and construction techniques shaped modern buildings. 4. Sustainability in Modernist Ideals: Discuss the integration of environmental consciousness in modern architecture. . A4 Paper File,sketches shets Post-Modern Architecture in India 1. Post-Modernism and Indian Context 2. Works of B.V. Doshi: A Study in Indian Post-Modernism: Analyze Doshi's projects like IIM Bangalore or Aranya Low-Cost Housing.
Semester 6	History of Architecture VI Course Outcomes (COs) 1. CO1: Analyze the Architectural Contributions of Ancient Civilizations Evaluate the social, cultural, and technological influences that shaped the architectural forms of ancient civilizations, including Egyptian, Greek, Roman, and Babylonian structures. 2. CO2: Identify Key Architectural Elements and Styles Distinguish and explain the defining characteristics of architectural styles such as Greek orders, Roman engineering innovations, and Babylonian ziggurats. 3. CO3: Compare Historical Building Techniques and Materials Compare construction techniques, materials, and structural innovations employed by ancient civilizations and their relevance to contemporary architecture. 4. CO4: Understand the Evolution of Religious Architecture Trace the evolution of sacred architecture from Early Christian to Romanesque styles, emphasizing the transition from classical to medieval periods. 5. CO5: Critically Evaluate Architectural Legacy Assess the influence of ancient and early medieval architecture on later architectural movements and contemporary design approaches. 6. CO6: Develop Historical Contextual Awareness Correlate historical architectural developments with the political, economic, and cultural contexts of their time. _____ Evaluation Matrix & List of Assignment History of Architecture II Year - 2023-24 class - S.Y.Barch sub teacher- Ar. Pratiksha Jadhav Sr.No Assignment Marks 10 Ecvaluation Matrix Total Mode of submission Students sign P A C U 1 1 Study and compare the design, function, and symbolism of Egyptian temples (e.g., Karnak) and tombs (e.g., Pyramids of Giza). Create sketches and write a detailed analysis. A4 Paper File,sketches shets 2. architectural features of a specific Egyptian monument. Include drawings, material studies, and a written report on its historical significance. 2 3 Create detailed drawings of Doric, Ionic, and Corinthian orders, labeling their key components. Include examples of buildings where each order was used. A4 Paper File,sketches shets 4 Select a Greek temple (e.g., Parthenon) and analyze its proportions, structural system, and cultural symbolism. Present findings in a report with sketches. 3 5 Study of Roman Engineering Innovations Research and illustrate Roman innovations such as arches, domes, aqueducts, and concrete. Highlight their applications in iconic structures (e.g., Colosseum, Pantheon). A4 Paper File,sketches shets 6 Roman Urban Planning Analyze the layout of a Roman city (e.g., Pompeii or Timgad) and prepare a report on its key urban planning principles. 4 7 Ziggurat Design Analysis Create a scaled drawing of a ziggurat (e.g., Ziggurat of Ur) and write a short essay on its function, symbolic meaning, and construction technique. A4 Paper File,sketches shets Ziggurat Design Analysis Create a scaled drawing of a ziggurat (e.g., Ziggurat of Ur) and write a short essay on its function, symbolic meaning, and construction technique. 5 9 Basilica Plan Study Study the transformation of the Roman basilica into Early Christian church architecture. Prepare a comparative analysis with drawings. A4 Paper File,sketches shets 10 Symbolism in Early Christian Architecture Analyze symbolic elements (e.g., mosaics, cross plans) in an Early Christian church. Document findings with images and descriptive text. 11. Vaulting Techniques Research and illustrate the development of vaulting techniques in Romanesque architecture. Include sketches of barrel and groin vaults.

Semester 7	LANDSCAPE ARCHITECTURE- SEMESTER-VI Landscape architecture stands at the intersection of art, science, and environmental stewardship. As a pivotal aspect of the built environment, it integrates the natural and built elements to create aesthetically pleasing, functional, and sustainable outdoor spaces. In the third year of the Bachelor of Architecture program, students delve into the intricate realm of landscape architecture. This course aims to equip students with a comprehensive understanding of landscape design principles, various styles worldwide, site analysis techniques, and the nuances of hardscape and softscape elements. Understanding Landscape Architecture: At its core, landscape architecture is about harmonizing human needs with the natural environment. Through this course, students will explore the historical evolution of landscape architecture and its significance in shaping urban and rural landscapes. By studying iconic landscape designs from different cultures and time periods, students will gain insights into the diverse approaches and styles that have shaped the discipline. Site Analysis and Design Process: A crucial aspect of landscape architecture is the ability to analyze and respond to site conditions effectively. Students will learn methodologies for site analysis, including assessing topography, soil quality, vegetation, climate, and cultural context. Through hands-on exercises and case studies, they will develop the skills to identify site potentials and constraints, informing their design decisions. Design Principles and Elements: Central to landscape architecture are the principles of design that govern spatial organization, circulation, proportion, and aesthetics. Students will explore these principles in the context of outdoor environments, understanding how to create cohesive and visually appealing landscapes. Emphasis will be placed on the integration of hardscape elements such as paths, patios, and structures, as well as softscape elements including plants, water features, and ecological systems. Hardscape and Softscape Details: In landscape design, hardscape and softscape elements play complementary roles in shaping spatial experiences and functionality. This course will delve into the technical aspects of hardscape materials, construction techniques, and detailing, enabling students to translate design concepts into built realities. Similarly, students will learn about plant selection, planting design, and maintenance considerations to create dynamic and sustainable softscape compositions. Integration with Architecture: Landscape architecture is inherently intertwined with architecture, enriching built environments with outdoor spaces that seamlessly blend with their surroundings. Through interdisciplinary exercises and collaborations, students will explore the synergy between architecture and landscape design. They will gain insights into designing for various scales, from intimate courtyards to expansive urban parks, and learn to integrate landscape elements harmoniously with architectural structures.
Semester 8	ENVN PLANNING AND URBUN DESIGN - SEMESTER -VII The rapid and haphazard growth of towns and cities and associated problems of the environment, it is important to understand the macro and micro issues that connect the environment and human habitat. This course looks at the relationship between the built environments with the overall environment. Our ancient traditional wisdom has been able to create a built environment that was responsive to climatic and other local conditions and also aesthetically pleasing. Most of the human habitat that one comes across in villages is built on sustainable design principles. Thus, this course looks at strategies that have been in use since historical times to create sustainable neighborhoods. At the same time, it looks at how modern technology can be used to achieve goals of sustainable development. Introducing Urban Design is important to understand the city as a context to architecture. Any building impacts the street and public space and is, in turn, constrained by the framework of urban building regulations. Designing the transition of the private space into the public realm and its articulation, determining the overall volume of built space and its form require an understanding of the complex urban fabric. The course is designed to explain the complex urban fabric through different environmental dimensions. The subject will be taught in congruence with the Design studio, and assignments for the subject will be linked to the design exercises to achieve higher level of learning and understanding the practical application of the same. The course develops student consciousness to understand all environmental aspects at the urban scale. Also, provides an understanding of factors effecting built and open spaces at urban scale and methods not only to study user patterns, perceptions and behavior, but also record, document and analyze them. It includes techniques to understand movement systems, activity patterns, visual and physical linkages. Studying land use, building uses social, physical and perceptual context and behavior. We study user patterns, perceptions and behavior. At the end of the course the student should be able to work in a team to undertake studies related to neighborhood planning and large area development and present the documentation before a group of experts. They will be able to demonstrate understanding of campus planning, sustainable settlement planning, landscape design, and the statutory framework related to waste management, environmental protection, and sustainability through a large-scale urban design project/Housing case study. (Case studies, International/National). They will be able to apply vernacular as well as modern urban design strategies that can mitigate the negative impacts of urban climate and appreciate the role of efficient resource (water, waste, materials, energy) management in the development of a sustainable neighborhood and demonstrate an understanding of the concepts of Urban renewal, different government schemes of slum upgradation.
Semester 9	ENVIRONMENTAL STUDIES SEM-III Environmental Studies into Architectural Education: A Holistic Approach Introduction: Environmental studies play a pivotal role in shaping the future of architectural practice. As the world faces unprecedented challenges related to climate change, resource depletion, and sustainability, it is imperative that architecture students are equipped with a comprehensive understanding of environmental issues. This integration not only enhances their design capabilities but also instills a sense of responsibility towards creating ecologically conscious built environments. Teaching Methodology: 1. Interdisciplinary Approach: Environmental studies in architecture should adopt an interdisciplinary approach, combining elements of ecology, urban planning, and sustainable design. Guest lectures from experts in related fields can provide students with a broader perspective, fostering a holistic understanding of environmental challenges. 2. Project-Based Learning: Implementing project-based learning is essential in environmental studies for architecture students. Assigning real-world projects that require sustainable design solutions allows students to apply theoretical knowledge to practical scenarios. This hands-on experience encourages critical thinking and problem-solving skills. 3. Site Visits and Case Studies: Field trips to sustainable buildings and environmentally sensitive sites expose students to real-world examples of successful eco-friendly designs. Analyzing case studies enables students to comprehend the challenges and triumphs of various sustainable projects, providing valuable insights for their own designs. 4. Simulation Tools and Technology: Integrating simulation tools and technology into the curriculum allows students to assess the environmental impact of their designs. Software that models energy consumption, daylighting, and thermal performance aids students in making informed decisions to create energy-efficient and sustainable structures. 5. Collaborative Learning: Collaborative learning environments, such as group projects and workshops, promote teamwork and encourage the exchange of ideas. Working with peers from different disciplines enhances the interdisciplinary nature of environmental studies, reflecting the collaborative approach required in real-world architectural practice. 6. Environmental Ethics and Values: Infusing environmental ethics and values into the curriculum instills a sense of responsibility among students. Discussions on the ethical considerations of architectural decisions, such as material selection and construction methods, contribute to the development of environmentally conscious professionals. 7. Community Engagement: Environmental studies in architecture should extend beyond the classroom and engage with the local community. Community-based projects and partnerships with non-profit organizations provide students with the opportunity to address real environmental challenges and contribute positively to the community. 8. Assessment through Critiques: Regular critiques of design projects, with a focus on sustainability aspects, provide constructive feedback to students. This evaluation method ensures that environmental considerations are integral to the design process and allows for continuous improvement. Conclusion: In conclusion, integrating environmental studies into the architectural curriculum through a variety of teaching methodologies ensures that students are well-prepared to address the environmental challenges facing the built environment. By fostering a holistic understanding of sustainability

Semester 10	ENVIRONMENTAL STUDIES SEM-IV Environmental Studies into Architectural Education: A Holistic Approach Introduction: Environmental studies play a pivotal role in shaping the future of architectural practice. As the world faces unprecedented challenges related to climate change, resource depletion, and sustainability, it is imperative that architecture students are equipped with a comprehensive understanding of environmental issues. This integration not only enhances their design capabilities but also instills a sense of responsibility towards creating ecologically conscious built environments. Teaching Methodology: 1. Interdisciplinary Approach: Environmental studies in architecture should adopt an interdisciplinary approach, combining elements of ecology, urban planning, and sustainable design. Guest lectures from experts in related fields can provide students with a broader perspective, fostering a holistic understanding of environmental challenges. 2. Project-Based Learning: Implementing project-based learning is essential in environmental studies for architecture students. Assigning real-world projects that require sustainable design solutions allows students to apply theoretical knowledge to practical scenarios. This hands-on experience encourages critical thinking and problem-solving skills. 3. Site Visits and Case Studies: Field trips to sustainable buildings and environmentally sensitive sites expose students to real-world examples of successful eco-friendly designs. Analyzing case studies enables students to comprehend the challenges and triumphs of various sustainable projects, providing valuable insights for their own designs. 4. Simulation Tools and Technology: Integrating simulation tools and technology into the curriculum allows students to assess the environmental impact of their designs. Software that models energy consumption, daylighting, and thermal performance aids students in making informed decisions to create energy-efficient and sustainable structures. 5. Collaborative Learning: Collaborative learning environments, such as group projects and workshops, promote teamwork and encourage the exchange of ideas. Working with peers from different disciplines enhances the interdisciplinary nature of environmental studies, reflecting the collaborative approach required in real-world architectural practice. 6. Environmental Ethics and Values: Infusing environmental ethics and values into the curriculum instills a sense of responsibility among students. Discussions on the ethical considerations of architectural decisions, such as material selection and construction methods, contribute to the development of environmentally conscious professionals. 7. Community Engagement: Environmental studies in architecture should extend beyond the classroom and engage with the local community. Community-based projects and partnerships with non-profit organizations provide students with the opportunity to address real environmental challenges and contribute positively to the community. 8. Assessment through Critiques: Regular critiques of design projects, with a focus on sustainability aspects, provide constructive feedback to students. This evaluation method ensures that environmental considerations are integral to the design process and allows for continuous improvement. Conclusion: In conclusion, integrating environmental studies into the architectural curriculum through a variety of teaching methodologies ensures that students are well-prepared to address the environmental challenges facing the built environment. By fostering a holistic understanding of sustainability

B. Explain the learning progression from 1st to 10th semesters highlighting the process followed

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C. Upload ONE representative Portfolio/Assignment for each Semester/ Course along with Assignment/ Project Brief

Semester	Name	Document
Semester 1	HUMAN SETTLEMENT & HISTORY OF CIVILIZATION SEMESTER I	View Document
Semester 2	LANDSCAPE ARCHITECTURE- SEMESTER-VI	View Document
Semester 3	ENVIRONMENTAL STUDIES	View Document
Semester 4	ENVN PLANNING AND URBUN DESIGN - SEMESTER -VII	View Document

4. Professional Practice, Town Planning, Electives etc.

A. Explain the course outcome and discuss how the course objectives were achieved?

Semester 1	Professional Practice and building bye laws Semester 9 The course on Professional Architectural Practice serves as a vital foundation for students aspiring to become architects, introducing them to the profession's nature, responsibilities, and opportunities. It aims to familiarize students with professional liabilities, ethical behavior, and architectural career pathways. By the end of the course, students develop a clear understanding of architectural practice and cultivate a vision for their future roles in the field. Through the course, students achieve two primary outcomes. First, they gain a comprehensive perspective on architectural practice, including its ethical, legal, and managerial aspects. This equips them to approach their careers with clarity and informed decision-making. Second, the course helps students develop a deeper appreciation of the relationships between architects, clients, communities, and collaborators, fostering a strong professional vision. These outcomes underline the course's effectiveness in preparing students for the professional challenges and opportunities they will encounter. One of the course's primary objectives is to familiarize students with professional liabilities, duties, and behavior. By studying the Architect Act of 1972, students gain insights into their legal responsibilities and ethical obligations. This includes understanding professional registration procedures, the rights of architects, and their duties toward clients and contractors. These lessons instill in students the importance of integrity and professionalism in their practice. Another key objective is to guide students toward recognizing the diverse opportunities within the architectural profession. Topics such as office management, client acquisition, and the structure of an architect's office provide students with practical knowledge to navigate their careers effectively. Understanding how to secure clients, manage teams, and organize office structures ensures they are prepared for the realities of professional practice. The course also emphasizes the significance of the Code of Professional Conduct and fee structures, which are essential for fostering ethical relationships with clients. By learning about conditions of agreement, schedules of payment, and arbitration processes, students are equipped to handle professional interactions responsibly. This aspect of the course ensures that students are well-versed in the financial and legal dynamics of architectural work. An important component of the curriculum is architectural competitions and copyrights. Students learn about competition eligibility, types, and conditions while exploring copyright laws and intellectual property rights. These topics prepare them to engage in design competitions confidently and ethically while protecting their creative work. Lastly, the course introduces students to building regulations, including the Unified Development Control and Promotion Regulations (UDCPR) and the National Building Code (NBC). These lessons provide critical knowledge of building definitions, fire safety norms, and environmental clearance requirements, ensuring students can design compliant and sustainable structures. In conclusion, the course effectively prepares students for the architectural profession by addressing its ethical, managerial, and technical dimensions. By achieving the course objectives, students gain a strong foundation in professional practice, enabling them to transition seamlessly into the industry. They are well-equipped to uphold professional standards, navigate challenges, and make meaningful contributions to the field of architecture.
Semester 2	Urban and Regional Planning Semester 7 The course Urban and Regional Planning deals with different concepts of Town planning/Settlements through timeline from ancient till 20th century. Course touches the journey of Town planning from Ancient till today with reference to India and rest of the world. Course Urban and Regional planning gives the basic idea about the Urban, Regional and Rural planning and how these are playing an important role with each other in the development. It gives the brief idea about city building and how it relates with Architecture. Course describes the current scenario of Indian planning approach with the introduction of various Acts, Rules, Regulations and laws. Course touches the basic topics which will help students in conceptual and technical understanding. For conceptual understanding course describes the basic ideas about the evolution of cities and settlements, why study of history is important for any contemporary approach of town planning, idea about Neighborhood, Housing, Rural Planning, and various issues with application of various concepts, methods to improve urban condition. For technical understanding, brief outline of topics like survey, zoning, legislation in planning. Course gives the brief outline about the Transport land use. The Course Objective is to give an introduction and overview of Urban and Regional Planning and its dynamics with Architecture. Also, the course maintains contact with Architectural profession and helps to enhance the Architectural profession. This course helps students in order to encourage allied professional opportunities. The course also helps students to encourage experience in planning and related areas. At the end of the course the students will understand the basic terminologies with reference to Urban and Regional planning. Students will understand the urban processes involved in urban planning and development. Students will able to understand different town planning concepts which will help them to understand the role of planning in Architecture. Students will able to understand the technical part of architectural practice through the perception of urban and regional planning. Prerequisite: Student should have internalized knowledge of the course –Urban and Regional Planning. Unit 1 covers understanding the terms Urban, Rural and Regional to give basic idea about urban planning, rural planning and Regional Planning including Aim, objectives and Principles of Town planning. Unit 2 provides general understanding of Town planning concepts/ideas/principles which have evolved through ages (Ancient, Medieval, Renaissance-Neo Classical, etc.) outside India. It also gives General understanding of Town planning concepts/ideas/principles which have evolved through ages (Ancient, Medieval, Renaissance-Neo Classical, etc.) with reference to India. Industrial Revolution is also covered in this unit. Unit 3 and 4 studies various different ideas/ concepts of town planning in 18th, 19th and 20th century. It also gives brief idea of survey, zoning, neighborhood and housing. Unit 5 elaborates upon the components of Transport Planning. Unit 6 and 7 elaborates upon evolution of planning legislation in India, Bombay Town planning act, Model town planning act, M.R.T.P. Act 1966, Land acquisition act. It also includes rural planning.
Semester 3	Semester VII vernacular Architecture The Vernacular Architecture course provides an in-depth understanding of architecture shaped by local needs, materials, and cultural traditions. Its primary goal is to study vernacular architectural forms across different regions in India and the world and analyze how these insights can be applied to contemporary architectural practices. By emphasizing traditional wisdom and sustainable solutions, the course helps students appreciate how architecture evolves in response to environmental and cultural factors. The course achieves two key outcomes. First, students develop a thorough understanding of the various aspects of vernacular architecture, including its nature, scope, and the principles that govern its evolution. This involves exploring the cultural, geographical, and climatic influences that shape traditional building forms. Second, students gain the ability to apply these principles to contemporary architectural designs, addressing modern challenges like sustainability and contextual relevance. These outcomes highlight how the course bridges the gap between traditional knowledge and modern architectural practices. The course objectives focus on identifying and conserving the untapped values of vernacular architecture and analyzing its principles for use in contemporary design. These objectives are achieved through a structured curriculum that begins with an introduction to vernacular architecture's purpose, scope, and classification. Students study its key features and contributions, gaining a foundational understanding of how traditional practices contribute to sustainable solutions. A global perspective is provided by studying examples of vernacular architecture outside the Indian subcontinent. Students examine historical building forms, understanding how local materials, construction techniques, and cultural factors influenced their evolution. The analysis extends to the role of geography, climate, traditions, and religion in shaping these architectural forms. This exploration fosters an appreciation for the universal principles underlying vernacular architecture and their adaptability across diverse contexts. To emphasize the relevance of vernacular principles in modern design, the course includes case studies of contemporary architects worldwide who are influenced by regional vernacular traditions. These examples demonstrate how traditional architectural concepts can inspire innovative and sustainable design solutions in the modern era. The course also focuses on Indian vernacular architecture, providing students with a detailed understanding of traditional building forms, materials, techniques, and artistic expressions. By exploring the diversity of architectural styles across the Indian subcontinent, students gain insights into how these forms evolved in response to local conditions, traditions, and cultural practices. This regional focus helps students appreciate the richness of India's architectural heritage. To further link tradition with modernity, the course examines the works of contemporary Indian architects whose designs are inspired by vernacular principles. These case studies highlight how traditional ideas can be adapted to meet modern needs while maintaining cultural and environmental sensitivity. This equips students with the ability to integrate vernacular concepts into their designs in a meaningful and practical manner. Overall, the course achieves its objectives by equipping students with a comprehensive understanding of vernacular architecture and its relevance in contemporary practice. It enables students to design sustainable, context-sensitive, and innovative architectural solutions by applying traditional principles.

Semester 4	Semester VII Architecture Conservation Course on Architectural conservation The course is designed to introduce students to the critical issues, practices, and principles of conservation. It aims to familiarize them with the current status of conservation in India and offer an overview of global agencies and policies involved in this field. By understanding the framework of preservation, conservation, and restoration, students will develop foundational knowledge about safeguarding built heritage and its cultural significance. Objectives 1. Overview of Built Heritage and Documentation: The course provides an understanding of the principles and practices associated with conserving built heritage, emphasizing the importance of documentation in the conservation process. 2. Study of Principles and Guidelines: It delves into the principles of heritage conservation as defined by international and national organizations, equipping students with knowledge about guidelines and policies essential for effective conservation. 3. Understanding Emerging Concepts: Students will explore contemporary ideas such as living heritage and cultural landscapes, fostering a deeper appreciation for the evolving scope of conservation practices. Outcomes By the end of the course, students will have gained the following competencies: 1. Terminology and Processes: They will learn the fundamental terminology and processes of conservation, as defined by established agencies and organizations. 2. Inspection and Documentation Methodology: Students will understand methodologies for initial inspection and documentation, which are crucial steps in any conservation project. 3. Heritage Building Techniques and Materials: They will acquire knowledge about traditional construction techniques and materials, their historical importance, and their relevance in contemporary and future applications. 4. Measurement and Planning Skills: Students will develop skills in creating precise measurement drawings, encompassing both vertical and horizontal planning dimensions. 5. Interior and Exterior Finishes: They will learn about the finishes that protect heritage buildings, making them more stable and durable, and understand their role in the overall conservation process. 6. Architectural Characteristics and Values: The course fosters an understanding of the architectural characteristics, historical values, and theories underpinning conservation practices in India and globally. Assignments and Approach The course emphasizes group assignments to ensure collaborative learning and a comprehensive grasp of architectural conservation. Students will also undertake individual assessments to strengthen their personal understanding of key concepts. Through these exercises, they will analyze conservation challenges and propose well-rounded solutions. Significance The course cultivates a sensitivity towards heritage, enabling students to recognize its cultural and architectural value. It instills the skills necessary to address real-world conservation challenges and contributes to the sustainability and longevity of historic structures. By bridging theory and practice, the program prepares students to take active roles in preserving the cultural landscape for future generations. In conclusion, this course equips students with the knowledge, tools, and sensitivity required to engage meaningfully with heritage conservation. It encourages them to appreciate the interconnections between historical significance, architectural value, and contemporary practices, thereby fostering a deeper respect for our shared heritage.

B. Upload ONE representative Portfolio/Assignment for each Semester/ Course along with Assignment/ Project Brief

Semester	Name	Document
Semester 1	Professional Practice and building bye laws Semester 9	View Document
Semester 2	Urban and Regional Planning Semester 7	View Document
Semester 3	Semester VII vernacular Architecture	View Document
Semester 4	Semester VII Architecture Conservation	View Document

5. Lab Subjects (Climatology, Workshop, Surveying, Computer)

A. Explain the course outcome and discuss how the course objectives were achieved?

Semester 1	WORKSHOP SEMESTER -I COURSE OBJECTIVES: The course objective of first semester Workshop studio includes introducing students to various materials and techniques used in making Architectural models. Further to enable students to make Architectural models for study and presentation. The course content includes introduction of masonry tools, Demonstration of brickwork, stonework, demonstration of plaster and textured finishes such as Mud, Cement, and Lime. It also includes study tours to sources of local building materials and to local building under construction to study their actual use. Models for basic design and Architecture design studio work are also included along with Introduction to modeling with paper, paper board, plastics, plaster of Paris, wood and clay. Basic model making technique, different types of material and their techniques are to be covered in the workshop studio. Few of the recommended books include John Taylor, Model Building for Architects and Engineers and Rolf Janke, Architectural Models
Semester 2	Climatology & Architecture SEMESTER-III Course Objective & Teaching Learning Methodologies In the realm of architecture, where form meets function, the significance of climate cannot be overstated. It is a fundamental criterion that weaves into the design process, influencing not just the aesthetic appeal but also the comfort and environmental impact of the built space. The course on Building Architecture and Climatology serves as a crucial foundation for aspiring architects, equipping them with the knowledge and skills to create climate-responsive designs that harmonize with their surroundings and enhance human experience. At the core of this course lies the comprehension of climate as a determinant of architectural design. Students delve into the multifaceted aspects of climatology, exploring its implications on human shelter, comfort, and the environment. They examine the diverse elements of climate across regions, considering factors such as altitude, latitude, macro, and microclimates. Understanding the interplay of landscape elements and topography further enriches their grasp of how microclimates are formed and how they can be harnessed in design. Solar radiation and temperature, pivotal elements shaping architectural responses, receive meticulous attention. Students analyze sun movements, study shading devices, and explore the nuances of sciography on horizontal and vertical surfaces. By grasping the intricacies of solar angles and thermal comfort conditions, they learn to design spaces that mitigate overheating or under-heating periods, fostering environments conducive to human well-being. Air movement, both natural and induced by built forms, emerges as another critical consideration. Through the exploration of phenomena like the stack effect and the use of courtyards to facilitate ventilation, students gain insights into how airflow can be optimized to enhance comfort and energy efficiency within buildings. As students progress, they delve into the intricacies of climate-specific design strategies. From warm and humid climates to hot and dry regions, and even composite and tropical upland climates, each presents unique challenges and opportunities. The assessment methodology aligns with the course's objectives, emphasizing continuous evaluation and a comprehensive understanding of the topics covered. A common question bank ensures consistency, while internal exams gauge students' proficiency in applying climatic principles to architectural design scenarios. Building Architecture and Climatology course serves as a cornerstone of architectural education, instilling in students a profound appreciation for the symbiotic relationship between design and climate. By equipping them with the knowledge and skills to create climate-responsive designs, it empowers future architects to shape a built environment that is not just visually compelling but also environmentally conscious and conducive to human well-being.

Semester 3	COMPUTER TECHONOLOGY IN ARCHITECTURE SEM-I In the realm of architecture, proficiency in computer technology is indispensable for creating, organizing, and presenting 2-dimensional drawings effectively. Here's a succinct learning progression covering key components and functionalities within a 500-word limit: Introduction to CAD Software: Begin by introducing students to Computer-Aided Design (CAD) software, emphasizing its pivotal role in modern architectural practice. Familiarize them with the basic interface and tools available in CAD software, such as AutoCAD, highlighting their significance in creating accurate and detailed 2D drawings. Fundamental Drawing Commands: Introduce essential drawing commands like line, circle, arc, and rectangle. Through hands-on exercises, allow students to practice using these commands to create basic shapes and outlines of architectural elements. Emphasize precision and accuracy in drawing execution. Editing Commands and Inquiry Tools: Teach students how to manipulate and refine their drawings using editing commands such as move, copy, rotate, and scale. Introduce inquiry tools that enable students to gather information about objects in their drawings, fostering a deeper understanding of design elements and their properties. Settings and Configuration: Explore settings and configurations within the CAD software, including units, grid spacing, and drawing limits. Guide students in adjusting these settings to ensure consistency and adherence to project requirements, laying the groundwork for meticulous design documentation. Layer Management and Line Types: Explain the concept of layers and their role in organizing and managing drawing elements effectively. Introduce different line types and their applications in architectural drawings, stressing their importance in conveying information hierarchy and visual clarity within the design. Dimensioning and Annotations: Introduce dimensioning tools and styles for adding dimensions to architectural drawings, ensuring accurate representation of size and scale. Teach students how to annotate their drawings with text elements to provide additional information and context, enhancing the communicative value of their designs. Introduction to Blocks and Attributes: Explain the concept of blocks as reusable content within drawings, promoting efficiency and consistency in design workflows. Introduce attributes as dynamic text elements within blocks, enabling students to add customizable information to their designs seamlessly.
Semester 4	SEM IV SERVEYING & LEVELING 1. Introduction to Surveying: Aims, Objects, and Importance Surveying is a foundational activity in civil engineering and construction that involves measuring and mapping the earth's surface. Its aims are to determine land boundaries, create maps, and assist in planning infrastructure projects. The objects of surveying include accurate measurements, topographic mapping, and preparation of land records. Its importance lies in providing essential data for land development, planning, and ensuring the correct implementation of designs in various projects. 2. Introduction to Land Records Survey, Index Maps, and Top Sheets Land records surveys are essential for maintaining accurate data on land ownership, usage, and boundaries. Index maps and top sheets are tools that represent geographical areas on a larger scale, displaying detailed features like roads, rivers, and land divisions. These tools are vital for urban planning, construction projects, and land management. 3. Chain Survey, Triangulation, and Instruments for Ranging and Offsetting Chain surveying involves using a chain or tape measure to determine distances, typically for smaller, relatively flat areas. Triangulation is used for larger areas, relying on forming triangles to measure distances indirectly. Ranging and offsetting are methods for determining points on the ground and measuring distances at right angles from a base line. The instruments used for these tasks include chains, tapes, and ranging rods. 4. Calculation of Area by Methods of Triangles, Simpson's Rule, Planimeter, and Digital Planimeter Area calculations are crucial in surveying. The method of triangles involves dividing an area into smaller triangles and calculating their individual areas. Simpson's rule is a mathematical approach for estimating the area under irregular curves. A planimeter is a mechanical instrument used for measuring areas on maps, and a digital planimeter performs similar functions but electronically, providing greater accuracy and efficiency. 5. Introduction to Prismatic Compass and Its Uses A prismatic compass is a surveyor's instrument used for determining directions with high accuracy. It consists of a compass needle and a prism to ensure precise readings. This tool is essential for small-scale surveys, offering portability and ease of use. Understanding its theoretical importance lies in its ability to guide the alignment of survey lines and measurements in both fieldwork and mapping. 6. Introduction to Paint Table Survey (Instruments & Methods) A paint table survey is a technique where survey lines are marked on a table, often in a controlled environment. This method uses a set of instruments like measuring tapes, compasses, and scales to simulate field conditions and allow for the analysis of spatial relationships. It's especially useful for preliminary design and planning phases. 7. Leveling Instruments and Methods for Calculating Levels, Concept of Contours, and Its Uses Leveling is the process of determining the height differences between various points. Instruments like leveling rods, automatic levels, and dumpy levels are used to perform these tasks. The concept of contours involves lines drawn on a map that represent points of equal elevation. Contours are crucial for understanding land slopes, water flow, and drainage planning.

B. Upload ONE representative Portfolio/Assignment for each Semester/ Course along with Assignment/ Project Brief

Semester	Name	Document
Semester 1	WORKSHOP SEMESTER -I	View Document
Semester 2	CLIMATOLOGY SEMESTER -III	View Document
Semester 3	COMPUTER TECHONOLOGY IN ARCHITECTURE SEM-I	View Document
Semester 4	SEM IV SERVEYING & LEVELING	View Document

PART 2

Self-Assessment by Institution

A. Teaching innovations	i. Innovative Teaching methods developed *(give two marks per innovation)*
View Document	View Document
Self-Assessment Marks (Out of 10)	10

ii. Academic Flexibility (electives, cross departmental/ global) *(give 1 mark per elective offered – max. 6 marks, 2 marks for cross departmental courses, 2 marks for global exchange programmes)*

View Document	View Document

Self-Assessment Marks (Out of 10)	10
iii. Transparency in publishing course information and the Evaluation System (rubric system followed if any) *(documented and published on website)*	
View Document	View Document
	10
B. Faculty Training/QIP Details/online courses of more than 30 hours attended during the last two Academic Years *(give 2 marks per faculty per program attended during the last two Academic Years)*	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
C. Seminars/Workshops/Symposiums/ webinars organized during the last Academic Years *(give 2 marks per event organised and attended by students/ faculty from other institution)*	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
D. Papers/Chapters/ Books authored/ curated by the faculty and published in during the last three Academic Years *(give 2 marks per publication in India, 3 marks per publication abroad)*	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
E. Initiative to address societal concerns during the last three Academic Years *(give 3 marks per initiative)*	
View Document	View Document
F. Study Tours organized during the last Academic Year *(give 2 marks per study tour of not less than 4 days)*	
View Document	View Document
G. Outreach activities: Participation of faculty members in regional/ national professional bodies during the last Academic Year *(give 2 marks per activity)*	
View Document	View Document
H. Participation in NASA / COA Thesis awards program/ National and International competitions during the last Academic Year *(give 3 marks for NASA competitions participation, 3 marks for CoA thesis awards participation, 2 marks each for other national and international competitions participation)*	
View Document	View Document
I. Awards won by students/ faculty members/ institution/ alumni during the last three Academic years *(give two marks for each award won)*	
View Document	View Document
J. Details of Extra-Curricular/Cultural Activities Participated during the last Academic Year *(give 2 marks for each participation)*	
View Document	View Document

Self-Assessment Marks (Out of 10)	10
K. Academic Competitions conducted by the institution/ participated by students from other institutions during the last Academic Year *(give 5 marks for each competition)*	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
L. Institutional consultancy done during last five years *(Give 2 marks per project)*	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
M. Whether Higher Qualifications acquired by Faculty Members (supported by the institution)	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
N. Mentorship Programmes - Student mentorship programmes in academics for Performance Enhancement/ Personal Levels (Counselling)	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks (Out of 10)	10
O.Best practices and Activities of (Overall marks 2)	i. Heritage clubs
Choose Option	Yes
View Document	View Document
ii. Music	
Choose Option	No
iii. Drama	
Choose Option	No
iv. Photography	
Choose Option	Yes
View Document	View Document

v. Nature club	
Choose Option	Yes
View Document	View Document
vi.other	
Other	0
Choose Option	Yes
View Document	View Document
P. Feedback	
i.Compilation of student feedback	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks	10
ii. Compilation of Alumni feed back	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks	10
iii. Compilation of feedback from faculty members and non teaching staff	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks	10
Q. Academic master plan/ Road map for the five years and previous/ current year	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks (Out of 10)	10
R. Internal Quality Assurance systems	
Choose Option	Yes
View Document	View Document

Self-Assessment Marks (Out of 10)	10
S. Policies and Programmes of the institute for gender parity	
i.For students	
Choose Option	Yes
View Document	View Document
ii. Faculty members	
Choose Option	Yes
View Document	View Document
iii. Non teaching staff	
Choose Option	Yes
View Document	View Document
T. Institutional Distinctiveness/ Uniqueness	
Choose Option	Yes
View Document	View Document
U. Difficulties faced / Gaps identified / Mitigation measures taken	
View Document	View Document

GENERAL INSTRUCTION

1. The Application Form, duly filled up and signed and complete in all respects along with enclosures, is to be submitted online along with Inspection/EXTENSION OF APPROVAL Charges (Please see Sl.No.2) at the portal of the Council.

2. The institution shall be required to submit an amount of Rs 115000/- (INSP./EXTN.OF APPROVAL FEE-UG:100000,Insp/Extn. of Approval Fee [Diploma in Architecture]:15000,) - "Inspection/EXTENSION OF APPROVAL Charges" along with its application form for applying for EXTENSION OF APPROVAL for the Bachelor of Architecture , Diploma in Architecture , by way of online payment.

3. Based on the information furnished by the institution, an Inspection Committee appointed by the Council shall inspect the institution. In addition to establishment, accounts and administrative documents, the institute shall also make available student's work, question papers of examinations, results of examination, copy of approved curriculum and any other academic information required by the inspectors to acquaint them with the academic standards. The Letter of Approval or otherwise shall be issued by the Council based on the report of the Inspection Committee.

4. Last date for receipt of Application Form for EXTENSION OF APPROVAL to existing Bachelor of Architecture , Diploma in Architecture , Course shall be as per the Academic Calendar.

5. The institution shall be required to adopt Minimum Standards, Norms & Regulations as prescribed by the Council from time to time relating to Duration and Stages of the Course, Eligibility & Admission to the Architecture Course, Courses and periods of Studies, Standards of staff, equipment, accommodation, training and other facilities for architectural education and Sanctions for imparting recognized architectural education under the Architects Act, 1972.

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Receipt No:	

We hereby declare that all the information furnished above is true and correct to the best of our knowledge and belief.

Dr. A.P. Wategave
Digitally signed by Dr. A.P. Wategave
Date: 2025.01.28 13:47:13 +05'30'

(Digital Signature of Head of the Institution)

Name : ARUNDHATI PRAVIN WATEGAVE, COA Number : CA/2004/33552, Mobile number : 9604861666

Mr. Sameer B. Birnale
Digitally signed by Mr. Sameer B. Birnale
Date: 2025.01.28 13:48:27 +05'30'

(Digital Signature of President/ Secretary of the Trust/Society/Company OR University registrar/Director in case of CFTI)

Name : Shri Sameer B.Birnale , Email address : birnalesameer@gmail.com , Mobile number : 9373759595