



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**VIDYA PRATISHTHAN'S SCHOOL OF ARCHITECTURE,
BARAMATI**

VIDYANAGARI, BHIGWAN ROAD, BARAMATI, DIST- PUNE, STATE-
MAHARASHTRA

413133

www.vpsoa.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidya Pratishthan, Baramati, the umbrella institution, commenced its journey in 1972. Since then, the Institution has created a niche for itself in academics at rural as well as urban levels and has majestically scaled the ladder of success with profundity that aptly reflects its commitment to accord educational facilities to all sections of society. Duly realizing the absolute necessity of providing high-class education for all, Vidya Pratishthan took it upon itself the need-based endeavour of making education accessible to the deserving students from all social and economic backgrounds.

The Vidya Pratishthan has a beautiful campus of 156 acres and has 29 institutions on the campus. Every year, more than 23,000 students are educated on the campus of Vidya Pratishthan. The dry, desolate and rocky landmass once upon a time has been turned into an artistically carved out landscape that offers just the right ambience for the academic activities.

The institute provides well-equipped hostels catering to the need for student accommodations.

VPSOA commenced its journey in 2010 and went on to achieve the status of a leading Architecture Institute in India with the motto of “Rural Development” through quality education at an affordable cost.

VPSOA abides by the motto of student-centered educational development. It offers expertise in the field of architecture and aids the students to pursue academic as well as professional excellence by providing comprehensive technical knowledge.

The infrastructure support ensures a conducive learning environment for students in the institute. The institute emphasizes developing the practice and research of architecture and its allied fields. The academic exercises and activities are oriented towards contributing to society and imbuing sensitivity in the students.

Developing a curriculum having in-depth insights into students' areas of interest in architecture is the goal of the teachers. To understand the recent developments and trends in the profession a consistent interface is kept with the professionals and the academicians within the country. The institute is endeavoring to adapt to the National Education Policy and is constantly developing the teaching and non-teaching staff for it.

Vision

To evolve as a leading institute in the field of Architecture supporting students from rural backgrounds and giving them a platform to nurture their interest in architecture and design by providing quality education. Education at VPSOA focuses on holistic development, and shaping students into globally competent professionals ready to take their place in the industry and as responsible citizens of the nation.

Mission

1. To create a student-centered environment conducive to satisfy curiosity and appetite for knowledge

amongst students with the help of maximum engagement and interaction.

2. To promote quality culture by regular teaching-learning assessments and updating the curriculum.
3. To shape students as efficient & Industry ready professionals by conducting various value-added courses parallel to the academics, providing exposure and a conducive environment for creative and lateral thinking, and shaping the skill set of the students according to their interest area.
4. To encourage faculty members and students to participate in research-based activities.
5. To create awareness amongst students about their role in shaping the society and inspiring them to become a responsible citizens of India.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institute is situated in a medium-sized town with a leisurely pace of life. Most of the students come from surrounding rural and semi-urban areas. The institute offers an excellent education at an affordable expense without moving too far away from home-towns.
- The institute has a sprawling well-equipped campus with an excellent hostel and other supporting facilities. Half the faculty and staff members also reside on campus. Thus a majority of students and faculty waste less time traveling and concentrate wholeheartedly on teaching-learning activities.
- The institute offers assistance for getting the benefit of various government/semi-government and institutional scholarships and monetary assistance to deserving students and almost 80% of students receive the benefit every year. The institute is much in demand, with a high percentage of enrolment every year.
- Being a small independent institute but still a part of a large educational campus offers a balanced combination of self-reliance and a support system. The size of the institute is just right to create an environment that is a combination of familiarity and professionalism. The institute has a family-like environment making it safe, comfortable, and friendly for students from rural and semi-urban backgrounds yet formal and competitive enough to expose them to the current professional scene on the regional, national and global levels.
- Dedicated and sincere faculty who are experienced in academics as well as the field of practice to expose the students to the theory as well as practical aspects of the profession. The faculty is always eager to learn and upgrade through various training programs and seminars.
- Co-curricular and extra-curricular activities to augment class learning. Syllabus delivery also adopts learning by doing approach. This greatly strengthens the foundational understanding of architectural education offered in the institute.
- Multiple additional self-development modules and courses are offered to students to enhance theoretical and practical learning.
- Continuous assessment and feedback of students' and faculties' performance through various key parameters helps to keep the functioning of the institute on track and aim for improvement.

Institutional Weakness

- Lack of government-funded research or consultancy projects.
- Lack of large-scale events such as national/ international conferences and symposiums.

- Less participation in international-level competitions and conferences.

Institutional Opportunity

- Sprawling Campus with multiple institutes which can easily adapt to NEP.
- The number of architects in the field is far less than what is required, thus making the field wide open for new entrants, creating great opportunities for future architects. The institute can fill in this demand.
- The town of Baramati is ever-expanding due to continuous migration from the surrounding region as well as the general trend of urbanization. Consequently, the institute shall keep growing and drawing talented students in more numbers.
- The institute can strategically place itself as the premier center of excellence in the field of planning, architecture and built environment in a radius of 100 km.
- The institute may offer reliable and authentic research and consultancy services to a wide range of industrial and institutional concerns in this 100 km radius. This would benefit the students and the faculty alike.
- The institute can position itself as a leading design center providing solutions to spatial problems of rural and semi-urban regions.

Institutional Challenge

- The availability of a sufficient number of qualified faculty and retaining trained faculty is a major challenge. A high occurrence of migration of trained faculty in search of better opportunities to larger cities is observed. The institute has to keep on accepting young faculty and train them on the job.
- Students' lack of exposure to art, culture and current affairs, their poor command of the English language and less than desired seriousness about academics is an everyday challenge that needs to be tackled pedagogically.
- To strengthen alumni support, the institute recently brought out its 8th batch in the field. Connecting to alumni and making them participate in the institute's development is a major challenge.
- To establish entrepreneurship values and practices, to encourage start-ups and to gain more funds for collaborative and socially relevant projects is a major challenge.
- Making the profession more socially oriented and projecting the institute as a cultural leader of the town is a challenge. This is important for creating an identity for the institute as well as for the architectural profession.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution is affiliated with Savitribai Phule Pune University, Pune (SPPU), and follows the curriculum prescribed by the university from time to time. The curriculum is implemented systematically with the allocation of subjects to faculty members by the Internal Quality Assurance Cell (IQAC). The IQAC takes into account faculty member's expertise and experience while allotting the subjects. The course plans are submitted by concerned faculty members to the IQAC, where they are discussed and reviewed. The institute prepares an

academic calendar at the beginning of the academic year where curricular and co-curricular activities are planned for the holistic development of the student. The Continuous Internal Evaluation (CIE) system is carried through in-semester exams (for theory subjects) and mid-semester juries (for studio-based subjects). A transparent mechanism is followed in the internal evaluation process across all the subjects.

To provide academic flexibility the students are encouraged to engage in add-on courses. The academic flexibility within the curriculum is maintained by giving students options to choose amongst a series of subjects in the domains of art/design, Technology/Management, and social/humanities/History for electives.

The institute believes in continuous progression in curriculum enrichment to shape sensitive globally competent professionals for the nation. The institute acknowledges the role of architects and architecture in shaping the built environment. Hence, various cross-cutting issues are imbibed within the curriculum in subjects namely Architectural Design, Environmental Science, Professional Practice, etc. Moreover, the institute conducts various guest lectures, workshops to sensitize students towards Gender Equality and Parity, Human values, environment, and sustainability, etc.

In order to complete the loop of effective curriculum delivery, the teaching-learning process and to improve academic quality course-end survey feedback is collected at the end of every semester for all the subjects. The institute also collects feedback from all the stakeholders namely students, teachers, parents, employers, and alumni on infrastructure improvement and various activities conducted.

Teaching-learning and Evaluation

As per the guidelines of the Council of Architecture and Savitribai Phule Pune University, students' admissions are conducted at VPSOA. From urban to rural, students from diverse socio-economic backgrounds are enrolled.

Guidelines of DTE are followed while enrolment. Although students are enrolled after clearing due entrance exams, it is found that the grasping for architectural studies among students varies, irrespective of their background. Teaching plans are so designed through various Do & Learn assignments and with extra attention to grasping disparity.

Emphasis is given to experiential learning. To augment the teaching-learning process Lectures and hands-on workshops from experienced professionals are invited, and visits to relevant industries and sites are arranged. Various co-curricular and extra activities are conducted at the institute, for the holistic development of students.

The selection of teaching staff is made as per the guidelines of COA, through our HR department. For regular staff, preference is given to Ph.D. or pursuing Ph.D. teachers, with adequate experience.

At the Institute, a progressive evaluation process is followed. This helps to keep the teachers, students, and parents to remain updated and to identify and provide extra attention to slow learners.

The teaching assignment planned is with a specific learning outcome. Bloom's taxonomy pyramid to remember, understand, apply, analyze, evaluate and create, in a step-by-step way, is followed for optimum results. Direct and Indirect assessment methods are used for the attainment of Cos and POs.

Course-end Survey feedback is carried out at the end of every semester, to get feedback regarding all subjects

taught by teachers, as a teaching quality-enhanced strategy.

Research, Innovations and Extension

The institute has set up a Research and Design Consultancy Cell and provides the required facilities for all regular and visiting faculties to promote Research and Development (R&D) activities. Two doctoral faculties are associated with the institute and three faculties are pursuing a doctoral degree. The institute supports academically and financially and encourages faculty to present their research at national and international conferences. The faculties of our institute have published more than 25 research papers in international/national journals/conferences. A patent application was also filed by one of the faculty of the institute. The institute also supports the Ph.D. pursuing faculties to carry out their research by approving study leave. The Institute organizes seminars, workshops, and conferences on research methodology, intellectual property rights (IPR), and entrepreneurship to develop a research environment among students and to encourage faculties to publish papers. The extension activities are carried out by the institute for the holistic development of the students and to understand the social issues in the neighborhood community. The institute has conducted a variety of outreach initiatives in the neighbourhood, including tree planting, distributing daily essentials to Matimand Vidyalaya, delivering fruits and biscuits to patients at the rural hospital during the Covid pandemic, etc. The institute also received letters of appreciation and recognition from various groups and individuals. The institute has agreements with different organizations/Industries/Academic institutes for faculty exchange, student exchange, internships, Field projects, on-the-job training, research, and other academic activities. VPSOA organizes Events and activities for the overall development of the student through collaboration with different institutes.

Infrastructure and Learning Resources

The campus of Vidya Pratishthan has 156 acres of land of which the School of Architecture occupies 14 acres of space and has a built-up area of 3502.82 square meters. Its landscape is well-kept, aesthetically pleasing, and environmentally friendly, and it is integrated with artistically built building blocks for academics, administration, student housing, and many other facilities.

The campus has an eleven-acre playground with a 400-meter, eight-lane running track, two volleyball courts, a basketball court, a football field, a kho-kho field, and jogging grounds. Additionally, it has two separate gymnasias for men and women, each with four national-level badminton courts, six locker rooms, two national-level table tennis halls, tennis courts, a sports field for cricket, handball, and kabaddi, two spacious yoga, aerobics, and boxing practice halls, two separate fitness centers with international equipment for men and women, a spacious hall for meditation, and two gymkhana offices for coaches. There are three lavatory buildings and a medical facility as well.

In addition to our cutting-edge classroom facilities, our campus includes a hostel, guest rooms, staff quarters, computer studios, ICT facilities, an automated library, advanced digital laboratories, a material museum, a seminar hall, an auditorium, an exhibition area, a girl's common room, and all other ancillary facilities needed for outside of the classroom teaching and learning that comply with UGC and University norms.

More than 2800 collections of books, Journals and magazines can be found in the well-equipped and automated

library. The institute has a subscription to k-HUB, which students and faculty can access remotely, to expose students to online learning materials.

The upgradation of hardware is done every 3 years which includes RAM upgradation of outdated/incompatible configurations. A well-equipped computer lab contains 40 computers and the necessary software to make teaching and learning easier. The Wi-Fi routers are deployed in various places to allow students access to online resources. To improve the teaching and learning process, ICT-enabled facilities are available in every classroom.

For the upkeep of physical and academic facilities, Vidya Pratishthan's trust has recognized suppliers that offer services regularly and as needed.

Student Support and Progression

The institute provides scholarships and freeship facilities to students every year. The eligible students get the benefit of scholarships and freeship which is offered by the state government of Maharashtra. VPSOA also allows students to avail of scholarship facilities from non-government agencies such as Pawar Charitable Trust. VPSOA circulates various notices, regarding Scholarships and other schemes to the student through notice boards, email and official WhatsApp groups.

The Institute conducts capacity-building and skill-enhancement activities for the overall personality development of students.

VPSOA organizes a career guidance/counseling program for the students to make them aware of career opportunities after graduation and conveys notices for various job opportunities through social media.

To provide the necessary support, the VPSOA has formed several cells and committees, including the Internal Quality Assurance Cell (IQAC), Anti-Ragging Committee, Women's Cell, SC, ST, Cell, and Student Council.

Every year many past students of VPSOA complete their postgraduate degrees from prestigious Indian and international institutions and universities.

VPSOA encourages students to participate in National /International events organized by different reputed organizations. Students also participate in co-curricular, extra-curricular activities, sports, cultural programs of the institutes, study tour visits, site visits, and exhibitions. VPSOA Students have also obtained Awards and medals in various sports /cultural activities and National /International events.

Institute has a registered Alumni Association named VPSOA Alumni Association was founded in 2015, after the graduation of the first batch. VPSOA Alumni Association is registered with the charity commissioner, Pune division. We as an association aim to contribute to society by creating social awareness of sustainable development. The alumni association also aims to contribute scholarships to students with financial issues.

Governance, Leadership and Management

The "Institute's Organogram" outlines the well-defined organizational structure that the Institute operates under. The institution's governance is consistent with and reflects the institute's vision. Through well-planned

operations, it is dedicated to achieving its vision and mission.

The academic conduct and other activities are planned & focused to achieve the objectives of the mission, implement the perspective and strategic plan, and promote the holistic development of students.

The institute follows decentralized processes and stakeholder engagement. All teaching staff, non-teaching staff, and students are included in the delegation of duties at various levels for academic, co-curricular, extracurricular, and administrative activities. The institute organizes events for extracurricular activities, such as social and cultural affairs, extension and social services, NASA, etc. We have also formed different clubs such as the Readers Club, Sustainable Club, Heritage Club and Movie Club to direct students' development in various aspects of life.

The organization has established a procedure to evaluate the faculty for their performance after every academic year. The organization follows a systematic procedure for appointing teaching and non-teaching employees decided by the requirements of the institute. Every year, the institute provides financial support to faculties for attending conferences/workshops.

The mobilization of resources and their effective use are fundamental to achieving the objectives specified by the institute. Every year, the institution develops plans or schedules for the use of funds and resources for various infrastructure upgrades, recurring academic expenses and annual student events and activities and other purposes.

The Internal Quality Assurance Cell (IQAC) plays a vital role to initiate various activities to improve the quality of academics such as strengthening the Continuous Internal Evaluation (CIE) process, Mentor-Mentee System, reporting and documentation of various events and activities, social outreach programs, ERP system for Academic Activities, etc. The IQAC defines a step-by-step process to assure satisfactory academic planning, deliverance and review. It initiates discussion regarding academic standards and quality milestones and suggests and plans various measures for raising the quality bar. It coordinates with Academic Head, various year co-coordinators and subject teachers for planning and smooth conduct of course plans submissions, site visits, study tours, tests and exams.

Institutional Values and Best Practices

The workplace culture of the institute is highly ethical and founded on equity. In all of its activities, the institution adheres to ethical standards. All stakeholders receive equal opportunities, regardless of gender. The Institute is committed to encouraging its student's environmental understanding and consciousness. Throughout the campus, many tree species have been planted to foster a more environmentally friendly environment. Documents are printed on both sides, and soft copies are recommended wherever feasible to limit the amount of paper used. The Institute has also completed a "Green Audit" and adopted waste management techniques such as managing solid trash, liquid waste, biological waste, electronic waste etc. Solar power and LED lighting are also used to save energy. The architecture of the buildings has been planned to optimise their exposure to sunlight. These actions have all been optimized to encourage sustainability on campus.

Along with academics various cultural events are celebrated inside and outside of the institute every year. Reboot is an annual Cultural Event of VPSOA where students showcase their creativity and talents through

different activities.

The institute follows important best practices to ensure that students have opportunities to explore and develop their creativity. The college organizes a Calendar Design activity to provide students with a platform to showcase their talents and express their ideas in graphic design, typography, and illustration. The activity is open to all students from diverse backgrounds and encourages them to create a unique piece of art.

The VPSOA Institute is committed to providing a supportive learning environment for all its students, particularly those from rural and semi-urban areas who may not have strong command of the English language. To meet this need, the Institute has established a Readers Club. This activity seeks to improve the English language skills of students, as well as to foster discussion on topics related to architecture.

VPSOA is dedicated to improving the socioeconomic standing of the surrounding rural communities. Through several programs and events, it has solidified a connection with the community. These programs are designed to raise the standard of living and open up more options for the local populace.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA PRATISHTHAN'S SCHOOL OF ARCHITECTURE, BARAMATI
Address	Vidyanagari, Bhigwan Road, Baramati, Dist- Pune, State- Maharashtra
City	Baramati
State	Maharashtra
Pin	413133
Website	www.vpsoa.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rajshree Ashutosh Patil	02112-239540		-	
IQAC / CIQA coordinator	Anand Hemantrao Shrigondekar	02112-239545	9130590438	-	vpiqac@vpsoa.org

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	04-07-2022	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vidyanagari, Bhigwan Road, Baramati, Dist- Pune, State- Maharashtra	Rural	14.01	3502.82

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch,Architecture	60	HSC	English	40	39

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				10			
Recruited	0	0	0	0	0	1	0	1	1	3	0	4
Yet to Recruit	1				2				6			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				6			
Recruited	1	1	0	2	1	0	0	1	2	3	0	5
Yet to Recruit	0				1				1			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	0	3	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	2	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	6	1	0		7

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	56	1	0	0	57
	Female	118	2	0	0	120
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	1	2
	Female	12	8	6	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	15	15	12	9
	Female	27	23	25	26
	Others	0	0	0	0
General	Male	32	28	24	26
	Female	66	59	59	67
	Others	0	0	0	0
Others	Male	8	8	8	8
	Female	9	7	4	5
	Others	0	0	0	0
Total		171	151	139	150

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP aims to provide integrated multidisciplinary, qualitative education through HEI's and mandated that institutes should become a focal point of excellence with facilities. Also, it wishes to
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	<p>provide various courses from other disciplines. Providing short-term courses on different fields correlated to architecture in humanities, technologies, and various sciences will allow students to gain knowledge in diverse fields. FDPs and short-term courses in teaching pedagogies along with the application-based courses will help faculties to obtain expertise in their particular streams. Architecture colleges have allied fields like product design, filmmaking, engineering, sciences, technology, management, and communication. By approaching organizations related to these multi-disciplinary or interdisciplinary fields various programs will be conducted. The institute also offers courses such as urban studies, landscape design, mud architecture, bamboo architecture, and environmental sciences in which student addresses various community-based real-time issues faced by city dwellers. Value-based education is conferred by guest lectures, workshops, lecture series, webinars, and seminars, which students can implicate into their studies.</p>
2. Academic bank of credits (ABC):	<p>An academic bank of credits is proposed by NEP 2020 which facilitates academic mobility of students across the institutions. The institute offers students to get registered with the academic bank of credits to facilitate this initiative. As per the guidelines by Ministry of Education Govt. of India, AICTE, SPPU our institute has taken a step in this regard, and our institute has registered for the same. More than 120 students have registered for the Academic Bank of Credits. The elective course provides exposure to some other domain or nurtures the student's proficiency or skill in various fields. The Audit courses are introduced to acknowledge the knowledge that the student seeks in his/her area of interest but may not directly contribute to the marks. As per the University guidelines, the course is structured upon the Credit System Based Assessment.</p>
3. Skill development:	<p>Professional course of architecture includes the integration of various skills. By providing hands-on programs which are conducted throughout the year skill development factor in student is taken care by institute. The institute also organizes various hands on workshops, Construction Yard activity, case studies, site visit, seminars, guest lectures, etc. Add-on courses on topics apart from the University curriculum are introduced to enhance the skills of</p>

	<p>students in allied topics. A well-equipped Computer lab with essential architectural software assists students in skill development with respect to the use of drafting and presentation software. For this the institute has already provided Software like AutoCAD, Autodesk REVIT, Corel Draw, Photoshop, Sketch Up, Rhinoceros, etc. The institute has also conducted courses in alternate design technologies like Bamboo& Mud Architecture.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Institute is stipulated by SPPU to use English as the medium of instruction. As most of the students are from nearby rural areas faculties also explain in regional languages for better understanding of students and to foster linguistic parity. Settlement tours are organized by the institute for understanding Vernacular Architecture. Students also learn traditional wisdom in building construction and design. Faculties explore the Indian ancient construction and architectural practices which are nature friendly and aid the sustainable green ecosystem. We encourage interaction in local languages and also introduce students to the national language Hindi through discussion. State language Marathi is also appreciated through the celebration of Marathi Bhasha Divas.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute has implemented outcome-based education with clearly stated Program Outcomes and Course Outcomes. All course teaching pattern are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. These are mapped to find the quantitative outcome achieved for the teaching learning process. The course outcomes are aligned to the POs and PSOs as specified by the affiliating University (SPPU). Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contributes proactively to economic, environmental and social well-being of the nation</p>
<p>6. Distance education/online education:</p>	<p>The institute had efficiently adapted itself to the online mode of education, due to the constraints faced during the Covid 19 pandemic. This can be considered the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access</p>

to online resources by educators and students will not be a constraint anymore. Although the benefit of studio and classroom learning cannot be denied in a program like architecture, the Institute believes that a hybrid pattern of learning could be the way forward. Eminent speakers are invited for Guest lectures in an online mode overcoming the barriers of time and geography.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club is a statutory body formed as per guidelines laid in the Maharashtra State government dated 23rd of July, 2021 and a letter to the Directorate of technical education regional Office, Pune dated 2nd of August, 2021. The Vidya Pratishthan's School of Architecture, Baramati constituted the Electoral Literacy Club (ELC) to educate college students about the electoral process, voter registration, voting, and democracy on 6th of August, 2021.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The institute has appointed two coordinating representatives from the faculties and three representatives from the 1st to 5th years as coordinators of the club. The electoral literacy club is functioning and it takes the initiative to conduct different activities to educate the students about electoral literacy.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>As an activity of the electoral committee, on 25th January, 2022, 'National Voter's Day', a program was organized by the institute to aware students. In this program, Dr. Hanuman Phatak was the chief guest and main speaker. He is the HOD of the Political Science Department at Tuljaram Chaturchand College, Baramati. The topic of his lecture was 'Importance of Voting in Indian Democracy'. This program was coordinated by Ar. Akshada Khatavkar and Librarian Mr. Ashok Bhunje as Nodal officers, with fourth-year student Aayushma Gosavi and third-year student Jayesh Dang as respectively president and vice-president of the club. All the students above the age of 18 were attending the program and they were advised by the speaker about the need to understand the Indian</p>

	<p>constitution and use their voter's right to direct and control the national democracy. The students were reminded about the principles of Indian democracy and the people's right to choose their leader. Important acts, and policies related to Indian democracy were discussed. Every citizen has the right to information and he can use it to understand whether things are being done properly or not. The process of election, how Indian politics works, and how people can control political processes were discussed. Every person above 18 years automatically acquires the right to vote and people should exercise this right judiciously to make Indian democracy more powerful.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Along with the speech various competitions were held in the college to celebrate National Voters Day. Debate competitions, drawing competitions, and short film competitions were held. As a part of a program, the oath was administered to all students to vote and create awareness about voting as a citizen of India.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Further to create more awareness about voting and to increase the number of voters in the electoral roll, a link is formed by the institution which helps the students above 18 years to register themselves as voters and also to help others to register.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
171	151	139	150	162

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

2 Teachers

2.1

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

Response: 36

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	14

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
30.95	19.02	30.13	36.65	33.4

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institution is affiliated with Savitribai Phule Pune University, Pune (SPPU), and follows the curriculum prescribed by the university from time to time. The Course Structure has been prepared by SPPU, within the framework laid down by the Council of Architecture, New Delhi (COA). Before the commencement of the academic year, the institute prepares an academic calendar that ensures curricular and extra-curricular activities are in synchronization to the curriculum mentioned by SPPU. The curriculum is implemented systematically with the allocation of subjects to faculty members in the timetable. The workload distribution chart is prepared to ensure systematic academic workloads among faculties. Based on the subject allotment, the faculties prepare course plans which are submitted Internal Quality Assurance Cell, where they are discussed and reviewed. The course plans include the course aim, objectives, session plan, teaching methodology, and expected outcome, list of practical & assignments, and submission requirements. At the end of the semester, a course-end survey feedback is conducted for the students, and relevant analysis is shared with the faculty hence a loop of teaching-learning is completed every semester. The academic planning is also maintained in the institute's Enterprise Resource Planning (ERP) portal 'vmedulife' and the same is ensured for content delivery. The students can access the notices, academic plans and upcoming events of the institute through their account in the ERP portal which helps in efficient content delivery. The institute employs a methodology for content delivery that emphasizes the learner's abilities and values, in addition to technology, assessment, and alignment tools. Every student is offered assistance and guidance through mentoring system. Students' skills and aptitudes in various aspects of life are identified and are mentored in that direction to excel.

The institution has a system in place for evaluating its teaching and learning, which is based on university norms. The system is introduced and conveyed to the students at the beginning of each semester. The internal evaluation framework is based on the subject types; lecture or studio-based subjects and are as follows-

Theory (lecture-based) Subjects: For Theory subjects, the assessment is based on the marks obtained by the students in In-semester exams, assignments, regular attendance, participation in class discussions, and student interest in group projects. The evaluation is shared with students and parents to keep them informed of the student's progress.

Practical (Studio based) Subjects: For studio-based subjects such as Design, Building Construction, assessment is according to the stage reached. The stages are identified in course plans and shared elaborately with the students along with objectives and expected format and standard of deliverables. Stage-wise evaluation (Progressive Marking) is displayed on notice boards and conveyed to students through notices, and social media so that performance can be improved. The Attendance of the students

is also analyzed and the poor-performing students and their parents are intimated from time to time.

The monthly progressive report of all the subjects works as a self-check mechanism aiding in improving the academic quality by immediate action, through academic meetings and guidance from senior faculties.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 3</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 13.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
108	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The motto of Vidya Pratishthan, “Where education is a way of life” is the central objective across all its institutes along with acknowledging and imbibing human values and addressing issues relevant to gender equality, women empowerment, environmental awareness, and sustainability.

Gender Parity

VPSOA is a co-education institute without any gender-biased practices. Equal opportunities, access to resources, mentorship, and guidance are given to all without any gender-centric discrimination. Group projects, teamwork, healthy competition, study tours, settlement studies, site visits, and presentations are encouraged throughout all courses for the entire class without any gender bias since education should be and is gender neutral. It is observed that the percentage of girl students has been more than that of boy students over the years in the institute. Women Empowerment Cell is established at VPSOA, which organizes various programs, sessions, initiatives, and other activities that cater to and acknowledge women's empowerment. Periodic lectures and informative webinars are arranged regarding the health issues of men and women.

Environment and Sustainability

This is one of the most emphasized aspects since environmental awareness and sustainability play a vital role in every field today and not just in the field of architecture and construction. Considering the state of the residential, commercial, and transportation infrastructure and its impact on the environment, domains of architecture, urban design and planning plays a key role. Thus, courses like architectural design, climatology, building services, building materials, and technology are given the utmost attention from theoretical and practical standpoints. Professional guidance, seminars, lecture series with expert talks, and discussions are an important part of the course plan here.

Introduction to sustainable building materials, technology, and services such as sewage treatment plants,

rainwater harvesting, climate efficient building designs, and inclusion of solar and wind energy is given effective importance and encouragement throughout all courses. On various occasions, VPSOA collaborates with the organizations such as the Environmental Forum, Baramati along with student volunteers to carry out activities that promote sustainability and environmental awareness.

Human Values

The institute along with the Anti-Ragging committee promotes human values with active participation and contribution to social and public welfare activities. Student involvements in community connect activities through settlement studies is encouraged, appreciated, and celebrated. Designing public buildings includes student and faculty participation in addition to the inclusion of courses such as universal design in the curriculum. Universally accessible designs with disability considerations are included in architectural design subject briefs to create awareness amongst the students and promote inclusive design programs. Social awareness subjects such as female feticide, child marriage, child labor, traffic safety, anti-dowry practices, and acknowledging services of cleaning staff are often discussed in the classrooms and are subjects of various intra-college competitions.

Professional Ethics

The curriculum of the fourth and fifth years includes courses in Professional Practice and Practical Training. Professional ethics is hence a part of the curriculum with the course covering Code of Conduct for practicing architects as published by the Council of Architecture. The value of time and social courtesies are also discussed.

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

1.3.2

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

Response: 14.04

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

Response: 24

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	40	38	30	20

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	40	30	20

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 84.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	14	13	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	16	14	8

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.4

2.3 Teaching- Learning Process

2.3.1

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

Response:

As students are the major stakeholders of any institute, we have adopted a student-centric method of learning for the holistic development of students which includes experiential learning, participative learning and problem-solving methodologies.

Experiential Learning

It is aptly said that 'architecture can never be taught, it can only be learnt!' Keeping this in mind every effort is made by the faculty to extend the learning beyond the bounds of syllabus - to the construction sites, to the manufacturing units, to the professional offices, to seminars and meetings and to the life itself.

According to the university's curriculum, VPSOA organizes a one-week study tour every year for all students during which they learn about the history of architecture. Additionally, for studies in architecture design, one or two-day settlement study tours are scheduled annually. Students visit industries and sites for experiential learning in other subjects. When students take charge of organizing an event, they gain a great deal of useful knowledge from these activities. They learn how to handle both human and physical resources.

Participative learning

The institute makes an effort for participative learning and it is achieved by

- o Workshops, guest lectures, seminar etc.
- o Participation in NASA.
- o Participation in students competitions at national/international level
- o Studio discussion and Jury/panel discussion

Apart from group activities in design, history and landscape studios, students are encouraged to choose topics of their interests within the ambit of syllabus, on which they would like to study deeper and present seminars for their class. This cultivates in students a habit of self-study, critical enquiry and independent decision making.

Problem solving methodologies

The students in the first to fifth year are exposed to various problems solving methods such as learning by doing, and group activities for case studies. This helps them build their own problem-solving mechanism which facilitates their response to the architectural design studio projects. Institute follows mentoring system to develop problem-solving abilities. Students are encouraged to participate in technical competitions at the national level. In the intermediate juries where outside jurors are invited, students look forward to interaction with jurors where they get fresh perspectives and ideas.

Technology as an Effective Teaching Tool

The VPSOA students use various e-Learning resources vivid software, online platforms, websites, and article blogs to enhance their creativity. The faculties of the institute use ICT-enabled tools like projectors, Google Classroom, Microsoft PowerPoint, etc in the classroom for the teaching-learning process. Google forms are also shared with students to collect feedback or any other information required from students. Since the Covid Pandemic, the use of ICT resources becomes part and parcel of teaching-learning.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

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

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last

five years (consider only highest degree for count)

Response: 4.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	1

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

There is complete transparency in the internal assessment. The criterion adopted is as directed by the university.

The examination assessment-related rules and regulations as per the University's published booklet and syllabus on the university website are conveyed to the students. The responsibility for examination-related grievances lies on the Exam administrator and an Examination CO (chief officer). These are appointed by the institute. A team of clerical staff assists the COE and keeps track of examination-related work, periodically. It is the exam administrator's responsibility to convey and regularly update the students about any examination-related information from the university.

The institute follows a transparent internal/external assessment mechanism as per the academic policy. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester and a course plan is shared for every subject for the students to have a clear understanding of teaching units and their distribution throughout the academic year. This allows for systematic planning and time management in student's schedules along with coordination of

all subjects while avoiding any overlapping of assignments or tutorials.

Before the commencement of any examination, a staff meeting is organized and addressed by the exam CO, assisted by the exam administrator. This meeting is to convey the instructions received by the institute from the University and also to tackle any queries or grievances related to the approaching examination, if any. Further, a meeting with the students follows wherein all the necessary instructions about the forthcoming examination are conveyed and related queries are addressed.

At the Departmental Level, a continuous evaluation of students is carried out by faculty regarding theory lectures, assignments, in-Sem tests and periodic tutorials. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The midterm marks are allotted based on defined strategies and displayed on the notice board or conveyed to students in classes. Query if any is discussed with faculty and then the Principal.

The assigned staff assists the students in filling out the online examination forms. This helps to avoid errors from the student's side. The examination department conveys the results to the students and the marksheets are distributed within two to three days. After the analysis of the results, in case of any students fail the examination or the students wishing to apply for reevaluation, instructions to re-appear and the necessary protocol is conveyed to those students and required assistance is offered.

Any queries related to the examination are duly addressed by the exam CO after every examination. In case of any technical errors or administrative issues, the assigned staff from the administrative department looks into it.

Complicated cases, if any, are thoroughly examined as per the rules of the university and assisted by the member of BOS to devise a solution that would be for the betterment of the student involved.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute ensures that all of its programs have well-defined learning outcomes, which include both course outcomes and program outcomes. This approach helps students to understand what they will gain from their courses and how these outcomes will contribute to their overall program goals. Additionally, having clearly stated learning outcomes helps the institute to evaluate the effectiveness of its programs and make necessary improvements to enhance students' learning.

The Savitribai Phule Pune University and the Institution emphasize clearly defining the learning outcomes for each of its programs, including both course and program outcomes. These outcomes are readily available to students and faculty members, as they are displayed on the institution's website.

The institute places a high value on ensuring that students understand the learning outcomes of their courses and programs. To achieve this, the institution publishes both Course Outcomes and Program Outcomes on its website, as well as displays them prominently on noticeboards and in studios. Furthermore, these aims are communicated to students throughout orientation and induction programs, as well as during course presentations and teaching and practical plans. In this manner, the students are communicated clearly what they can expect to gain from their courses, while also enabling the institution to continually assess and improve its programs to enhance student learning.

The Principal and faculty members take proactive measures to ensure that students are aware of the POs, and COs. This is achieved by providing information and emphasizing the importance of these outcomes during orientation and throughout the course.

Additionally, class teachers and mentors also play a crucial role in creating awareness among students about the outcomes and the benefits of attaining them.

The respective course teachers make sure to introduce the course syllabus and learning outcomes to the students during the first lecture of each course.

At our institution, we prioritize efficient delivery and consistent improvement of the program to ensure that our students are well-equipped with the knowledge and skills they need to succeed in the profession. Each course has specific outcomes and evaluation criteria to measure students' progress and success. These outcomes are linked to our program outcomes, which give a quantitative measurement of our programs' effectiveness. By mapping course outcomes to program outcomes, we continually evaluate and improve our programs to provide our students with the best possible education and prepare them for their future careers.

The course outcomes of each subjects in every semester are linked with POs, discussed in faculty meetings, and revised if necessary. The level of attainment of COs and POs is checked through the ERP system. This keeps the entire content delivery and assessment system on track.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The evaluation process is very important to ascertain the success of course content delivery. VPSOA is quite vigilant and regular in the evaluation. The institute follows program outcome set up by SPPU. A systematic process of evaluation is followed. To evaluate course outcomes and program outcomes, assessment tools are classified into two categories- direct and indirect.

Direct assessment:

The direct method of assessing course outcomes involves using progressive marking of assignments. The course teacher sets a target and defines attainment levels for the course outcomes, which are then approved by the academic head.

The desired level of attainment of COs is decided through faculty discussions under the direction of IQAC. In-sem exams are conducted according to the SPPU schedule. For practical (sessional) subjects mid-term juries are conducted. These assessments provide a comprehensive sampling of what students know and/or more do, offering sound evidence of their learning outcomes. By utilizing these methods, the institution ensures that students are well-prepared for their future careers as well as the institute continually improves its educational programs to provide the best possible education.

Indirect Methods:

Indirect approaches for assessing POs include student exit surveys, alumni surveys. In the last stage of the program, the students work as trainees in professional offices, their employers benefit from the students' skills and abilities.

Along with program outcomes (POs), the institution is looking forward to set PSOs in the coming academic year. They will define the program's outcomes and indicate how the knowledge and skills learned in the course can contribute to society's betterment and sustainability.

Indirect attainment is checked through a course-end survey of students' feedback. The survey through Vmedulife- ERP software offers students a chance to voice their opinions anonymously. Students' honest opinions about subject, teaching methods, the design of course, and the process of evaluation are indicators of the attainments of COs and Pos.

CO- PO mapping is done using 3 levels with justification of each CO with PO, for all the subjects.

3- High Corelation

2- MediumCorelation

1- Low corelation

There are explicit learning outcomes for every course offered by the institute. Both course results and course outcomes contribute to achieving the program outcomes.

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

2.6.3

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

Response: 82.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	10	34	33	36

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	15	40	40	43

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.34

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has established a Research and Design Consultancy Cell and provides all faculty members the necessary resources to support Research and Development (R&D) activities. The institute encourages and provides financial support to faculties for presenting their research at national and international conferences. Over twenty-five research articles written by the institute's faculty members have been published in journals and conferences at national and international levels. Two faculties of VPSOA completed their Ph.D. during the last 2 years. Currently, three research scholars are pursuing doctoral degrees and the institute supports them to complete their research by allowing them study leave. An institute faculty member also submitted a patent application. The Institute organizes seminars, workshops, and conferences on research methodology, intellectual property rights (IPR), and entrepreneurship to develop a research environment among students and to encourage faculties to publish papers. The institute has applied a research proposal for the Urban Studio Research Project (USRP) which is to be conducted by the Council of Architecture through COA-TRC, Pune.

VPSOA cognizes the significance of innovation in architecture and is dedicated to the cause making it an essential ingredient of learning architecture. Under the creation of an ecosystem for innovation, various activities have been designed, viz.

- i. Lateral thinking-based design exercises, Edward de Bono way.
- ii. Studio sessions encouraging brainstorming in innovation
- iii. Talks and workshops by relevant experts in the field
- iv. Visit to relevant industry
- v. Attending relevant conferences, seminars and exhibitions
- vi. Participating in relevant competitions
- vii. Interaction with the students of intuitions where innovation, is part of learning

The institute has planned to take the lead in the domain of innovation in architecture. For that, the process of formation of the 'Centre for Innovation and Incubation' has been initiated. It includes the VPSOA Centre's registration with the Savitribai Phule Pune University and Institution's Innovation Council (IIC), Ministry of Education, Govt. of India.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	1	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	1	0

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

3.3.2

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

Response: 0.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	2	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

It is important to sensitize students about the various social issues existing in society. Over the past five years, the students have worked in various domains as described below.

The institute along with the collaboration of Environmental Forum of India, Baramati, has carried out various drives such as tree plantation, waste management, and other awareness programs.

The institute has organized and actively participated in blood donation camps. The activity was organized by Rui Hospital, Baramati. At the pre-decided time, a group of interested and eligible students visited the hospital and after going through the preliminary medical check-up they voluntarily donated blood, fully knowing its importance in saving precious lives.

Every year Women's Day is celebrated by organizing competitions such as poster making and essay writing to acknowledge issues around women and create awareness through lectures on mental and physical health issues as well as organizing interactions with empowered women guests. On the occasion of Women's Day, for women sweepers of Vidya Pratishthan, our students planned and executed the distribution of safety gear to protect them while working in the scorching Sun.

The institute has also volunteered and coordinated drives to raise contributions for current concerns such as flood-affected areas. Student volunteers usually organize all the activities, from planning to execution.

The institute has collected and donated funds at a local school, for specially-abled children with autism, in the suburb of Baramati, at Supe.

During the peak of Covid19 pandemic, fruits were distributed in and around the Rui Hospital with the help of students and faculty following Covid 19 protocol. Later a few students from the institute volunteered and individually assisted in connecting the front-line social workers with really needy patients. They arranged for hospital beds, ambulances and other necessities during the shortage and difficult times.

Through these social extension activities, students develop an insight into the issues in and around neighbourhoods. The impact this has is vital for their overall development as a citizen and a member of society. Active participation in awareness drives and social initiatives evokes sensitivity and empathy in students, which is expected to become a part of their character and in turn to reflect in their design projects. Principles of inclusiveness are inculcated through these social outreach programs which help in making students responsible citizens and socially aware designers and educators.

Since architects, urban designers and planners are major contributors to the development of society and shape the built environment; awareness, inclusiveness and empathy hold a vital place in their personalities both professionally as well as personally.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

The institute organized extension activities for the sake of people in need during difficult circumstances. Some of the extension activities got recognition/ appreciation letters from their end.

1. Received an appreciation letter from Medical Officer, Rui Hospital, Baramati for distributing snacks and fruits to patients and their relatives during the Covid pandemic. The news regarding the same was published in Sakal newspaper dated 10th June 2021.
2. Prajakta Matimand Nivasi Vidyalaya Supe has given a letter of gratitude to the Principal, VPSOA, Baramati for providing grocery and daily essentials to hostelite students on 26th Jan 2020.
3. Received a Maharashtra Green Army Membership Certificate from the Forest Department, Government of Maharashtra for Tree Plantation Activity.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	4	1	0

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

3.5 Collaboration**3.5.1**

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

Response: 3

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The campus of Vidya Pratishthan has 156 acres of land of which the School of Architecture occupies 14 acres of space. The campus includes a well-groomed, aesthetically designed, eco-friendly landscape integrated with artistically constructed buildings blocks dedicated to academics, administration, student accommodations and many other facilities. The School of Architecture occupies a built-up area of 3502.82 square meters.

The institute has on-campus hostel facility, Guest rooms, Staff quarters, computer studios, a carpentry workshop, ICT facilities, an automated library, advanced digital laboratories, material museums, language cells, a seminar hall, an Auditorium, an exhibition area, girls common room and all allied facilities required for out of classroom teaching and learning accessible to the differently abled fulfilling the norms of UGC, University and several other regulatory bodies.

The college has large Architectural Studios for Undergraduate classes equipped with drawing boards, studio chairs, Lockers, soft boards and audio-visual facilities. All studios are equipped with IT facilities and Wi-fi.

Material Museum - To update the student's knowledge in building services like water supply and sanitation, plumbing, electrical etc, varied samples of materials are displayed in the material museum. The office facility for Administration, Accounts, and Examination departments is provided, equipped with IT facilities and Wi-fi.

The college is equipped with a principal's cabin, Board room, submission room, faculty cubicles and faculty lounges for core, visiting and guest faculty. Provision is also made for a first aid room and sick room.

The college uses the VIIT (seating capacity 120) and GADIMA (seating capacity 3000) auditoriums as shared facilities. These are equipped with an HD projector, Ups for power supply, Wi-Fi internet connection, CCTV Cameras, Dolby Surround Sound System, and Centralized AC.

The institute has an adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga center etc.

The campus encompasses an eleven-acre playground, with two volleyball courts, a basketball court, a

football ground, a Kho-Kho ground, a jogging track and a 400-meter eight-lane running track. It is also equipped with two separate gymnasia for ladies and gents, each having four badminton courts compatible with national standards, six changing rooms with lockers, two table tennis halls compatible with national levels, tennis courts, a sports ground for cricket, handball and kabaddi, two spacious yoga, aerobics and boxing practice halls, two separate fitness centers with international equipment for ladies and gents, a spacious hall for meditation, two gymkhana offices for instructors and another office for the physical director of the college in the college building. There are three toilets blocks and a health care center as well.

The institute has adequate facilities for Cultural activities, events, national conferences and lecture series, etc.

The ICT-equipped facilities are available for various cultural events and competitions. A huge central courtyard provides ample space for interactive sessions.

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

4.1.2

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

Response: 8.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.7	0.38	1.44	4.73	3.04

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Vidya Pratishthan's School of Architecture's library was established in the year 2011. Since then the library has made consistent progress in terms of collection of books and services provided. The library is housed in an area of 172.83sq.m. The library is open from 9.30 am to 5.30 pm on working days. The collection comprises books, textbooks, reference books, journals of national and International level and newspapers. It has also subscribed to K-hub, E-library, a database consisting of digital collection and E-resources, E-Journals, E-books, E-magazines, videos, non-book materials in architecture such as thesis CDs, books on general reading etc. The VPSOA library has excellent infrastructure and participates actively in the educational mission of the college through the collection and dissemination of information to meet the curricular and vocational needs of the students and faculty.

Library Automation: All its operations are computerized using the "ILMS" (Integrated Library Management System) library module and provide access to the collection through OPAC (Online Public Access Catalog). The library follows an open-access system that allows users direct access to the library collection. The library has implemented barcode technology for books Circulation. The institutional repository and digital library are also available.

Library Membership: All the students, faculty and administrative staff of the college are members of the library. The membership to the staff is activated by filling up the Membership form available in the library, free of cost.

Library Committee: For the smooth functioning of the library as an academic resource, the library advisory committee is framed.

Library E-Resources:

1. K-hub E-library Resource is available for all students and staff. Knowledge Hub (K-hub) in broad terms works as a virtual library for research scholars, students, and faculties as an online resource. User/IP-based access is provided to the institute. In K-hub various e-Books, e-journals Videos, and e-

magazines are available.

2. Links for Shodhganga & Some architectural database is available.
3. National Digital Library of India (N.D.L.) IIT Kharagpur, free registration.

Library Collection Resources:

The Library has developed an excellent collection of Architectural books (more than 2800), National & International journals and non-book materials in architecture such as thesis CDs, e-books and journals, books on built environment and general reading.

Library having special features and facilities:-

Special Features:

- Online Book Issuing
- Separate Reading hall facility
- Internet Facility
- Digital library in which E-books & E-journals can be accessed which are freely available & subscribed under K-hub e-library.

Facilities:

- Newspaper Clipping Service
- Collection of General Reading Books.
- OPAC facility for book search by Title, Author, Subject, etc.

Book Exhibition is occasionally arranged for faculty and students. The library also runs a readers' club every Thursday after college hours where students gather to exchange notes about reading and share excerpts from their recent reading.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Every three years, hardware is upgraded, and this includes upgrading RAM with an out-of-date or incompatible configuration.

We have 40 computers in Cad Lab, whose specifications are Dell Optiplex 3010 Intel(R) Core(TM)i5-3470 CPU @ 3.20GHz and HP 202 G2 MT Intel® Core™ i5-4570T CPU @2.90 GHz and it is updated every year. We have 5 PCs in the admin section out of which 1 in the principal cabin,1 in the library, 1 in server room, 1 in exam section and 1 in Accounts.

Server specification is HP Proliant DL 60 GN9 Server (1U Rack Mountable CTO Intel Xeon E5-2609v3, 1.9 GHz Processor,6 cores, 15 MB L3 cache 85W Power, 8 GB DDR4, 8 (4 DIMM slots per processor, 4 channels per processor, 1 DIMMs per channel)

For the account section PC, license renewal of sensys TDS and Tally software is done every year.

The upgraded internet system is M/S,TATA Teleservices, Ltd. Maharashtra. We provide a Bandwidth of Total of 500 Mbps capacity. However, out of these VPSOA's shared bandwidth capacity is 35 Mbps which was updated in 2021. Networking Facility is also provided Both LAN and WAN 24.*7. We have purchased 3 Routers for faculty WiFi connection.

Five studios are provided with a projector and the institute has also 1 portable projector which can be used in the lecture room. Whenever required projectors are repaired and maintained as per need. There is one LED display screen in the atrium, Samsung MD 46 B 46” LED monitor. Various news, posters of the seminar, webinar, workshop, etc of VPSOA are displayed on LED screen.

CCTV cameras are provided in the exam section, admin area and corridor. One digital camera and one video camera are available in the institute for college work.

Three printers and one plotter is available in VPSOA. We are providing plotter and printer facilities for Students for their A4, A3, A1, and A0 size submissions.

Recently library upgraded to a new software ERP library model with an issue and return facility and digital library facility made available for students. The institute has upgraded the library with a barcode scanner.

File Description	Document
Upload Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 4.28**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 40

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***Response:** 86.53**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
27.21	18.03	26.69	29.9	28.1

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 68.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
125	113	107	103	80

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: D. 1 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 23.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
110	0	74	0	0

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

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 31.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	8	6	5	2

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	10	34	33	36

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

5.2.2

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

Response: 8.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	0	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	2	0

File Description**Document**

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	03	04	03	05

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Vidya Pratishthan's School of Architecture was established in 2010, in Baramati district Pune. VPSOA has one of the best campuses with finest facilities provided to students. VPSOA's aim is to introduce Architecture course and education facility to rural parts of Baramati.

Since 2010 around 200 students and 7 batches have been graduated from the institute. VPSOA Alumni association was found in 2015 after the graduation of first batch, since then our Alumni are closely associated with the institute. Alumni association was officially registered in 2021. We started alumni association from just 40 students, and today we have almost 200 students as active members of alumni association. VPSOA Alumni association is registered with Charity Commissioner, Pune division.

Some of the alumni members have achieved academic excellence by pursuing further post graduation studies in various renowned national institutes like CEPT, NID Ahmadabad and foreign universities like Boston University (USA), Manchester University (UK), RMIT (Australia), etc. Many of our alumni are teaching architecture in various renowned institutes and are connected to our alumni association. Some of our alumni members lead their own Architectural firms or are working in collaboration with renowned architects nationally and internationally. These practicing alumni help our institute in various students' internship program and placement cell.

We are small community with aim and responsibility towards institute, Alumni and society. We aim to create a bridge between professional alumni architects and students of the institute. This will make an active network of VPSOA alumni. We are also aiming to collaborate various events of alumni and students in the field of Architecture. To make a stronger ground to alumni association in terms of Finance, people network and employment opportunities.

Alumni do help our institute in various ways such as organizing various site visits, and making students understand on-site construction practices and material. Alumni also refer our students to various renowned office firms for the placement; alumni also play an important role in mentoring final year students with their thesis projects. Alumni like Ar. Vrushali Pawar, and Ar. Nikita Thorat are working as full time faculties with the institute and helping alumni to connect with current students.

The alumni association have started a event (Footprint) in which we invite our practicing alumni architects to showcase their architectural projects to the students. This activity motivates students and strengthens bond between alumni and students. Alumni association along with the student's council takes part in various college activities such as Annual cultural events and exhibition.

VPSOA alumni association have some long term vision for the institute and architecture community in which we want to organize various architectural national and international tours with VPSOA students and Alumni members. The alumni Association aim to contribute towards society by creating social awareness of sustainable development.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

“To evolve as a leading institute in the field of Architecture supporting students from rural backgrounds and giving them a platform to nurture their interest in architecture design by providing quality education, focusing on holistic development, and shaping them into becoming globally competent for the industry and a responsible citizen of the nation.”

Mission:

1. To create a student-centered environment conducive to curiosity among students leading to the desire to learn, and gain knowledge, with maximum engagement, and interaction.
2. To promote quality culture by regular teaching-learning assessments and updating accordingly.
3. To shape students as efficient professionals of the Industry by conducting various value-added courses parallel to academics, providing exposure and an environment for creative and lateral thinking, and shaping the skill set of the students according to their interest area.
4. To encourage faculties and students to participate in research-based activities.
5. To create awareness among students about their role in shaping society and becoming responsible citizens of India.

The governance and leadership are in accordance with the vision and mission of the institution

Vidya Pratishthan was established in 1972. Under the umbrella of Vidya Pratishthan, the School of Architecture was established in 2010. From the very beginning, central management's governance and leadership have been 'Walk, The Talk' policy. The same has been percolated in the leaderships of all the Vidya Pratishthan's Institutions.

At VPSOA, leadership is clear about the fact that the environment in the institute must be student-centric. 'Conducive to Curiosity' remains the underlying attribute while shaping the learning environment for students. The governance that percolates from leadership, always, keeps updating the systems that invoke creativity and lateral thinking, in students, which form the base of research-based activities.

It is visible in various institutional practices such as decentralization and participation in the institutional governance

The leadership encourages all the members of the staff, at all levels, to take ownership of the work delegated. To implement the vision and mission of the institute, various portfolios have been created such as academic head, IQAC coordinator, NAAC coordinator, exam COE, seminar, workshops, faculty development program, CAD lab and social media, training and placement officer, ERP coordinator, alumni association, lab and construction yard, NSS coordinator, reader's club, cultural, exhibition, sustainable green club etc.

Portfolios are allotted keeping in view the inclination and expertise of the faculty. It is then discussed in a staff meeting for further suggestions and finalized. At regular intervals, short faculty meetings keep happening to exchange and update the progress of various portfolios and take cognizance of the factors that can help in the flawless execution of various programs planned as per the schedule. At the end of every semester, an internal evaluation is done. It helps understand the team for continuous updation. Care, also, is taken that some portfolios keep rotating among the staff, considering their inclination and expertise, to offer diverse learning opportunities to all the staff members.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

To achieve holistic development of students the institute deploys the strategic/perspective plan as closely and effectively as possible.

The governing body is responsible for the efficient, effective functioning and growth of the institution. At the institute level, the Principal and supporting staff make an effort in every aspect for the deployment of an institutional Strategic plan. The roles and responsibilities of an individual in various posts are broadly defined. The Institution is permitted to do the necessary modifications and implement them with the approval from the CDC. The effectiveness is also ensured through capacity-building activities for faculty and administrative staff, delegation of work responsibilities, and encouraging consistent self-appraisal. The IQAC keeps close track of academic and other activities being conducted and encourages the faculty and student participants. The institute spends sufficient time and effort on the overall development of students through its various clubs which are mentored by faculty members over the years. It creates opportunities for students to conceptualize, organize and conduct activities, take decisions, and develop community relations.

Recruitment Procedure

The apex body has laid down the policies for the appointment, administrative set-up, and service rules. The recruitment of process faculties is carried out in accordance with the rules and regulations set forth by the Council of Architecture, the University Grants Commission, and the Management Committee.

Admission of the students

The institute follows the admission process as per the rules and regulations of the university, Council of Architecture, DTE, and Government of Maharashtra State.

Work Distribution

All teaching and non-teaching staff have been assigned at least one portfolio depending upon the expertise and capability of an individual.

File Description	Document
Upload Additional information	View Document

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

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

Response: C. 2 of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

The institution takes good care of its employees in terms of salary and other facilities. Sixth pay commission is applicable to the faculty. VPSOA is planning to implement the 7th pay commission very soon. All staff is compensated fairly and competitively for their work. Annual increment in salary is given every year as per rules and regulation of the Vidya Pratishthan organization. Employee Provident Fund scheme is applicable for all teaching and administrative staff. Staff welfare fund is generated to help staff financially in family/ medical as well as other genuine emergency. Staff Quarters are available on campus for all class of employees at subsidized rents.

We have facilitated our staff with flexible working hours according to their needs e.g. feeding and taking care of babies after maternity leave, visit to bank and hospitals as per need, to visit school for parent meets of wards. It creates a supportive and positive work culture with supportive colleagues and leadership. Special leave is allotted to the bachelor faculty for weddings and to women for maternity. Duty leave is sanctioned to faculty for attending various programs, seminars and workshops to continue their educational development.

We have a policy to encourage and motivate faculty members for their personal growth so that it may result in institutional growth. The registration fees for the Teacher training programs or for various upgradation program is paid by the college and it is a budgetary provision made for each at the beginning of every academic year. Faculties who are member of academic committees/ boards/organizations are allowed to go to attend the meetings with a sanctioned duty leave. Leaves are sanctioned for the faculty when they are invited as resource persons or guest speakers on various platforms. Financial support is also given to administrative staff for upgradation program.

The institute has a feedback system for students in which they respond to questionnaires about teaching and various events and activities conducted. The performance of all faculty, Core and visiting, is thus evaluated. Verbal feedbacks are also taken from the co-faculty related to that subject. The feedback reports are seen and forwarded to respective teachers and some critical cases are discussed by the IQAC with the individual faculty for further action. If required the cases are referred to the Principal for further discussion and counseling. Changes are made in the portfolios and the subjects of that faculty based on these feedbacks.

The institute has introduced the self-appraisal system in view to ensure sincere efforts of the faculty. This will be incorporated from the academic year 2022-2023. The faculty will be judged by feedback from students Teaching - learning, their contribution in Academics, Portfolios allotted, Research work and self-development. For annual increments in Salary, the faculty has to submit a self-appraisal report discussing their self-development in terms of contribution to college development in academic manner, research papers/articles, books published, workshop/conferences/QIP conducted and attended, etc. and other achievements.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 27.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	6	3	2	5

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 13.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	3	2	3

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

As per the legal requirement Statutory Audit is done by a firm of Chartered Accountants appointed by Vidya Pratishthan organization for every financial year. Last Statutory audit was done in September 2022 by M/s Pritam S. Pahade & Co., Chartered Accountants, Baramati.

There were no major objections at that level as we cleared the queries during the audit period. We have a practice to submit the compliance report of audit queries and also we make the rectification entries as per auditor's guidance, if any. The auditor had issued a clean report since last 5 years.

The Pawar Vidya Charitable Trust Scholarship is provided from the academic year 2018-2019 to meritorious student having weaker economic condition. We consider this scholarship under Funds received from non-government bodies.

Vidya Pratishthan demands budget allocation under various heads, well in advance, every year. All Institution heads are requested to submit their budget for next financial year as per their requirements to Vidya Pratishthan duly vetted by the Auditor. Budget heads are already well defined.

The various heads are defined depending upon various activities like seminars, workshop, guest lecture, study tours, annual events, student activities, establishment expenses. Some heads are already defined by the Vidya Pratishthan and the broad heads are recurring and capital expenses. Most of the Purchase is

done as per the rate contract sanctioned by Vidya Pratishthan. Purchase procedure as defined by Vidya Pratishthan is strictly followed for all purchases. Expenses for various activities are submitted to the accounts department and sanctioned in meetings e.g. CDC meetings on the basis of need and urgency. This is finally submitted to Vidya Pratishthan for sanctioning. Expenditures under various heads are based on budget remaining under various heads, allowed within the budget limit and no spill over is allowed without permission of the CDC.

Thus Vidya Pratishthan has a well-defined system of budgeting and accounting which is strictly followed at Vidya Pratishthan's School of Architecture.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Institution has a functional Internal Quality Assurance Cell (IQAC) that focuses on creating a culture of quality consciousness among all stakeholders, including faculty, students, and parents. The primary objective of the IQAC is to develop a system for conscious, consistent, and catalytic action to improve the quality of academic and administrative performance of the institution. The IQAC is responsible for reviewing and monitoring the quality of various academic and administrative activities of the institution at periodic intervals. In order to review the teaching-learning process and to ensure that the institution is providing high-quality education to its students, the cell evaluates the effectiveness of the curriculum, teaching methodologies, assessment methods, and other related aspects. The review process also involves gathering feedback from students, faculty, and other stakeholders, analyzing the feedback, and taking appropriate actions to address the issues identified. In addition, the IQAC also focuses on monitoring the learning outcomes of the students to ensure that they are achieving the desired academic standards. This involves analyzing the performance of students in various academic and co-curricular activities and identifying areas for improvement. The IQAC focuses on continuous improvement in operations including teaching-learning processes, infrastructure, research, and community engagement, thereby enhancing the overall learning experience for students. By documenting the incremental improvements achieved through these efforts, IQAC provides valuable feedback to the institution's management (through College Development Committee), faculty, and staff, which can help them to identify areas of improvement and implement necessary changes. It also ensures that the faculty members are trained and updated with the latest teaching methods and techniques, and the students receive the necessary support to achieve their academic goals. In order to achieve this, the IQAC promotes a culture of continuous improvement by organizing workshops, seminars, and training programs for faculty and staff members.

These programs aim to develop the skills and knowledge required to implement quality assurance strategies effectively.

Overall, the IQAC plays a crucial role in ensuring the quality of education and operations within the institute. Its efforts help the college to meet the expectations of various stakeholders, including students, faculty, industry, and society and also address the changing needs of the industry and society with an aim to establish itself as a center of excellence in architecture education.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The workplace culture of the institute is highly ethical and founded on equity. In all its activities, the institution adheres to ethical standards. All stakeholders receive equal opportunities, regardless of gender. In keeping with its immaculate workplace culture the institute has ensured that employees have been enrolled in accordance with SPPU & COA norms and regulations. VPSOA's main concerns include questions of security, comfort, and gender fairness. The facilities such as round the clock security, safe campus, mentoring for personality development and counseling for age related problems, girls' common rooms with necessary amenities, girl's hostel facilities with responsible women wardens and supporting staff are provided on campus, which is evidence that gender sensitivity is of intrinsic significance in the educational philosophy of the Institute and its outreach activities.

The college has taken proactive measures to educate and empower students, particularly women, by putting in place two cells - the Women Empowerment Cell and the Anti-Ragging Cell. To strengthen the safety and security of women, the Institution has installed CCTV, which helps in ensuring that unpleasant and unsafe behavior is instantly reported and stopped. Sick room is set up to provide instant rest and primary medical assistance to women in case of any medical problem. Student common room is provided to offer safe and comfortable rest space for women. Sanitary vending machines have been installed for the convenience of women. Student's hostels provide safe, clean and economical accommodation to out-station girls and boys. Subsidized mess and canteens provide nutritious and wholesome meals and refreshments for 12 hours every day at affordable prices. Gymnasiums and various sports grounds facilitate indoor and outdoor sports activities for individuals and groups for promoting health conscious life-styles in students. Frequent sports tournaments on campus ensure cultivation of proactive and sporting spirit.

The Institute conducts various initiatives to raise awareness about endometriosis and has conducted an Endometriosis Awareness Session. To address issues of sexual harassment, the Institution has constituted a Sexual Harassment Committee and has also established a mechanism for lodging complaints and taking appropriate action. The institute encourages and appoints girl students to serve on a variety of committees at the institute. The institution organizes various activities on Women's Day and emphasizes the need and value of women's emancipation.

The institute maintains a policy of valuing faculty members equally, regardless of gender. According to their qualifications and abilities, faculty and staff are nominated for various positions.

The Institute has Internal Complaints Committee (ICC) for students and staff to address their issues. This

Committee primarily focuses on resolving various concerns and issues brought up by female students and employees.

The Institute is dedicated to teaching and upholding the notion that gender sensitization among students is their primary duty and a requirement under the Constitution.

The Institution celebrates various commemorative days to create awareness about gender issues and to celebrate the achievements of the female students. Some of the commemorative days organized by the Institution include Shivswarajya Din, Ambedkar Jayanti, Marathi Bhasha Gaurav Din, Teacher's Day etc.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**

4. Beyond the campus environmental promotion activities

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Institution promotes an inclusive environment for all its stakeholders intending to shape our students into responsible citizens of the nation. The institution's initiatives are as follows-

1. **Diversity and Inclusion Policies:** The institute believes in unity in diversity and promotes diversity and inclusion. The institute practices a reservation policy during the admission process as per the guidelines of the State Government. The institute also promotes the recruitment of faculties and staff outside of the home state and various hospitality services are provided by the organization. These practices ensure that the institution is committed to fostering a culture of acceptance and tolerance towards all students and staff regardless of their cultural, linguistic, regional, communal, or socioeconomic backgrounds.
2. **Sensitizing students towards various cultures-**The institute conducts an annual cultural event where various activities are conducted that promote cultural diversity. The students participate in teams that sensitize them to be inclusive and promote harmonious culture.
3. **Sensitization of students and employees to constitutional obligations:** The institute celebrates all the International, national and regional days with full vigor and enthusiasm. The student council along with the students organizes these functions. This practice develops into shaping responsible citizens and creates a value system amongst them.
4. **Encouraging participation in social causes and communities-** The institute has conducted various fundraising programs for the needy as a response to disaster

Management strategies. This practice has encouraged the students to participate and associate themselves with various NGOs leading to developing human values that make them responsible citizens of the nation.

5. **Organizing various programs on Health and Hygiene-** The institute organizes various programs on health and hygiene for students and employees creating awareness and educating with an aim to create a culture of health and wellness within the institute and to equip students and faculty with the knowledge and tools they need to prioritize their health and the health of those around them.

6. **Promoting Culture diversity through the curriculum-** Every year as a part of Architectural Design Studio, the first and second-year students go on settlement study tours where they study a settlement in the context of demography, rural morphology, needs of the community (settlement), cultural diversities, community participation in shaping the built environment of the place, etc.

Overall, the institute promotes creating an inclusive environment that promotes tolerance and harmony towards diversity and sensitizes students and employees to their constitutional obligations, in order to foster a welcoming and inclusive community

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 01-

Title of the Practice-

CALENDAR DESIGN ACTIVITY

1. Objectives of the Practice-

1. To encourage students to think outside the box and come up with original and creative designs.
2. To promote the appreciation of architecture and design among students and the society.
3. To create a platform to showcase the creativity of primary stakeholders of the institute i.e. Students and Faculties
4. To provide students with the necessary guidance and resources to design an innovative

and creative calendar.

The Context-

The institute has always been at the forefront of providing students with a platform to explore and develop their creativity. The college has organized a Calendar Design activity, which provides students with a great opportunity to showcase their talent and explore their potential in the areas of graphic design, typography, and illustration. The Calendar Design activity gives students the freedom to express their ideas and create a unique piece of art. The activity is open to all students from different backgrounds and encourages them to create something unique and distinct. The Calendar Design activity provides students with an opportunity to push their creative boundaries and explore their artistic potential. The college believes that this activity will help students become better designers and create something that stands out from the rest.

The Practice-

The institute has been practicing the design of calendars for the past three years to encourage students to explore their creativity, develop artistic skills, innovative thinking, and gain a better understanding of design principles. The activity acts as a catalyst for creating a cohesive and inclusive environment amongst all the stakeholders of the institute and society.

Evidence of Success-

The calendar has been successfully published and appreciated by many eminent personalities.

Problems Encountered and Resources Required

The printing of the documents required special attention, and In order to reserve time for this activity in a busy schedule, students and faculty have to make extra efforts.

Best Practice 02-

Title of the Practice-

READERS CLUB ACTIVITY

Objectives of the Practice-

- 1.To introduce students to the joy of self-learning through reading by having a regular interactive session open for all students across the school.
- 2.To enable students to understand, participate and form opinions of world affairs as well as issues and concerns of the built environment through reading and reacting.
- 3.To create a platform where students could bring their thoughts, and viewpoints and share their choice of texts with other students.

The Context

About 85% of students enrolled in VPSOA come from rural and semi-urban areas, with limited English

proficiency. These students often find themselves unable to participate in class discussions and assignments due to a lack of language fluency. Despite being intellectually capable, these students lack the motivation to join extra-curricular English classes. It was, therefore, necessary to create an informal, yet engaging way to learn English. To cultivate the habit of reading in students, regular library visits, newspaper reading, and other playful activities were proposed. Additionally, students were encouraged to spend less time on their cell phones and devote more time to actively learning English.

The Practice

Dr. Chaphalkar began an experiment as a response to the observed lack of knowledge among students regarding the built environment. The informal 1-1.5 hour sessions were conducted every Thursday at an informal space such as the library's adjoining hall. The idea was to stimulate students' interest in the activity by choosing Fountainhead, the novel by Ayn Rand, as the first text. During the sessions, Dr. Chaphalkar discussed the context in which the book was written, the author's ideology, its influence. The use of Hindi or Marathi for discussions on an English text enabled conversations to continue. Attendance at the sessions varied, but it highlighted the lack of exposure to many aesthetic, literary and cultural concepts/experiments. This experiment showed the need for more similar efforts in higher education, introducing students to different fields of knowledge and allowing them to explore on an interdisciplinary level.

Evidence of Success

In the first set of sessions, 10 sessions spread over a semester, the choice of books was entirely directed by Dr. Chaphalkar's own inclinations. The sessions still needed to be conducted. But gradually students were encouraged to read some parts of the text, to ask questions, to look for meanings of unfamiliar words, to conduct discussions for a better understanding of unknown concepts. Some newspaper/journal articles were also read for their topical value before commencing the main reading session. Some references to the discussions in Readers Club were also made during class discussions. Gradually some students warmed up to the idea and the pattern of faculty reading and the students listening began to change. Some students more frequently attended the sessions than others. Many students could not attend because some other audit/ corrective classes were scheduled at the same time. But it could be seen that the students began to enjoy the sessions and had some suggestions too. This was the most encouraging part of the activity. It may not be termed as success, but a way towards achieving the objectives. It indicates that even though the progress is slow, it is catching on and students shall own it soon.

Problems Encountered and Resources Required

The time slot for the Readers' Club activity is after the academic sessions are over; still, the students do not attend in large numbers. The major hurdle is students' perception of the activity as some elite group and that learning can only happen in a classroom. The other reason is that students in the first 2 years still have the habit of going home/hostel once the classes are over. They don't visit the library on their way back, even though it is easily accessible. Cultivating that habit is also the objective of this activity, which the activity needs to be consistently conducted over 2-3 years. More students need to be associated with the activity. The activity gets suspended on a public holiday, near the term end.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The institute is dedicated to improving the socioeconomic standing of the surrounding rural communities. Through a number of programs and events, it has strengthened a connection with the community. These programs are designed to raise the standard of living and open up more options of education and employment for the local populace.

VPSOA prioritizes student-centered institutional growth as part of our purpose. We are completely committed to providing students with the greatest education possible, allowing them to obtain comprehensive professional and technical knowledge as well as a well-rounded personality. Our mission is to inculcate in our students the ideals of global awareness, local action, individual engagement, and institutional organization, preparing them to confront the ever-changing industrial and social context. In addition, we have a great infrastructure, a clean and green environment, labs, and a dedicated faculty and staff, all of which have contributed to our success. Our method is also transparent, allowing students to be aware of their strengths and lacuna; it also allows students to enjoy their success and convert their failures in opportunities to do better.

At the same time, we realize the need of instilling in our students a sense of global responsibility, respect for human rights, and sensitivity to individuals of all backgrounds and origins. We strive to provide our students with an enriched learning environment that encourages creativity, collaboration, and global citizenship. Via our educational activities, we also encourage environmental awareness and sustainability.

We believe that education is the basis for a prosperous future, and we work hard to provide our students with the skills and information they need to be successful in their vocations and in life. We are dedicated to providing an educational experience that is individualized to each individual student and offers them with the tools and assistance they need to become confident, successful, and law abiding citizens.

VPSOA has a long history of providing students with an excellent educational experience by integrating diversified learning methods and dedicated staff with considerable expertise from prominent institutes. Our mission is to provide students with the information and skills they need to succeed. Renowned professionals from top institutions and building industries are invited to provide inspirational talks and lead instructional workshops.

The open access approach at the Library allows students to browse and then select the books they require

for their study from 9.30am to 5.30pm on working days. The student does not need to spend additional time issuing and returning books because of LMS ERP software. The collection comprises of Books, textbooks, reference books, national- International journals and news papers. It has also subscribed with K-hub, E-library consisting digital collection like E-resources, E-Journals, E-books, E-magazines, videos etc.

We have hostel facilities for our students in campus so that it is easy for them to access the library after college hours. We have a Reading Hall with the capacity of 50 students to be used during 9.30am to 5.30pm. Our efforts are to prepare students for global careers and VPSOA on the global educational map.

According to last 5 year's statistics 85% students of VPSOA have come from rural and semi urban area. Many of them have very poor command of English language and they are suddenly pushed to fringes of the academic discussion since the class discussions and expected assignments require certain level of proficiency of English. Many of these students are otherwise intelligent and have a good aptitude for architectural design. To bridge the gap between their abilities and the curricular expectations, the college has taken a step forward to introduce a Readers Club activity. The activity aims to provide a platform for them to improve their English skills and also discuss topics related to the field of Architecture. The activity is conducted by faculty members and the students are encouraged to engage in the discussions. The activity is conducted regularly to help the students build their confidence and open up to the world of literature.

The Research and Design Consultancy Cell of VPSOA has been a stepping platform for students of rural backgrounds who have less exposure to the opportunities in Architecture globally. The cell has a participatory approach which involves students in all the projects of the cell. This practice has sparked students' enthusiasm for taking part in numerous research conferences and publishing their work in esteemed journals. The inclusive approach of involving the students in design consultancy projects has proved as a turning point in the professional development of the students in the broad arena of architecture. The practices of the Research and Design Consultancy Cell have provided exposure to the students to excel in diverse opportunities the discipline of architecture and its allied field offers.

The achievements of the student's participation in the Research and Design Consultancy

Cell is as follows-

1. Project- Design of Vidya Pratisthan's Supe Arts, Science Commerce College, Supe-

Students involved were-

Shreyash Dhawale (T.Y. B.Arch- A.Y. 2020-21)

Kamlesh Kumawat (T.Y. B.Arch- A.Y. 2020-21)

Rutuja Patil (T.Y. B.Arch- A.Y. 2020-21)

Shweta Gadade (T.Y. B.Arch- A.Y. 2020-21)

2. Project- Design of Landscape in a Residential Bungalow in Baramati-

Students involved were-

Shreyash Dhawale (Fourth.Y. B.Arch- A.Y. 2021-22)

Kamlesh Kumawat (Fourth.Y. B.Arch- A.Y. 2021-22)

Satyam Kumar (T.Y. B.Arch- A.Y. 2021-22)

All the students have worked with renowned architects during their internship period.

3. Mr. Parikshit Dogarsane, has worked as a research associate at VNIT, Nagpur after his graduation in the A.Y. 2019-20. He got selected for the research project on the basis of his undergraduate research completed in VPSOA.

At VPSOA, we work hard to fulfil our purpose of empowering students to become problem solvers and respected professionals. To that end, we promote the overall development of aspiring architects by offering ongoing assistance and opportunities for skill advancement to both our students and staff.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Baramati town with a historical identity of 400 years, developed as a modern city after the 1980s through the consistent efforts of its elected representatives. Vidya Pratishthan was founded to spread education to the very last layer of society- the smallest farmer and labourer in the small villages around Baramati. The visionary leadership and the efficient and meticulous Management Committee steered the progress from a modest beginning to the multi-disciplinary campus seen today. Architecture is still a lesser-known profession in rural and peri-urban areas of our country. Even then the enrolment in VPSOA has always been very high. The institute rose to the challenge of taking in students from rural backgrounds and within five years turning them into professionals capable of taking on design challenges at regional and national levels. The alumni are working globally in academia and profession.

The institute has always balanced the expectations of parents, students and management, and also fulfilled the standards of SPPU and COA. VPSOA has kept the quality of classroom education and field education excellent by exposing students to the finer aspects of art, architecture and culture and the ground realities of society and profession. Last year Vidya Pratishthan celebrated its 50th year by organizing various events for the students and faculty. As an educational campus, VP is always ahead of the rest. Initiatives such as a green campus, students' financial support, gender neutral and safe environment, a very high-value system and ethical conduct of all processes, discipline and cleanliness are integral to life on the campus and also within VPSOA. The institute strives to train the students not only as leading professionals but also as responsible citizens and compassionate human beings. Various other institutes on campus are also striving to be the best in their discipline. The students and faculty of VPSOA have an opportunity of healthy interaction with them through many campus activities. In addition, students and faculty interact with fellow architectural students and faculty of other institutes through participation in research conferences and various other forums.

Concluding Remarks :

The institute has a culture of planning, implementation and review in place. The findings of the review loop back into the planning of the next cycle. This helps in realizing mistakes and problems leading to improvement and finding solutions. VPSOA administration adopts long-term planning and short-term problem-solving approach for smooth conduct of the academic term. Parents are quite supportive of the institute's activities and they are conveyed the progress of their wards quite frequently through social media and individual communication.

Even though the institute is small in terms of intake of students, it is strong methodologically. The role of management is always understanding and supportive.

Considering the incoming students' abilities and exposure there is considerable development in the abilities and skill sets of outgoing students. Obviously, the VPSOA plays a major role in this journey.

IQAC of the institute is very active and efficient. The issues of students and faculty are given due consideration very promptly. The ERP portal is the backbone of communication, evaluation and feedback of teaching-learning. The academic calendar is planned ahead of the new academic year, however, it has the flexibility to welcome new ideas and events. Various committees ensure a healthy environment in the college.

Enhancement in curriculum delivery through the use of ICT, development of creative output assignments and inspiring students to participate in OBE are supporting pillars of teaching–learning at VPSOA. The role of faculty is crucial, a balanced mix of experienced seniors and young enthusiastic faculty works in cohesion to achieve teaching goals. Teaching learning is enhanced through site visits, case study visits, study tours, documentation and mapping visits, expert sessions, guest lectures, workshops and co-curricular competitions and activities. Social outreach activities sensitize students to cross-cutting issues and help them grow as better human beings. Vertical groups during annual cultural activities encourage peer bonding between students of various classes and help to consolidate the family feeling.

The institute has set itself high goals for the future in the field of academics, collaboration, research, and consultancy and shall keep upgrading itself for achieving them.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>9</td> <td>9</td> <td>7</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>11</td> <td>14</td> <td>13</td> <td>6</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>9</td> <td>9</td> <td>7</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>13</td> <td>16</td> <td>14</td> <td>8</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	11	9	9	7	5	2021-22	2020-21	2019-20	2018-19	2017-18	10	11	14	13	6	2021-22	2020-21	2019-20	2018-19	2017-18	11	9	9	7	5	2021-22	2020-21	2019-20	2018-19	2017-18	13	13	16	14	8
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3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0.3	0	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0																				
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
0	0	0	0	0																																					

Remark : DVV has made changes as per the report shared by HEI. Pertains to 2023

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	2	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	2	0	0

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	8	6	5	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	8	6	5	2

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	15	40	40	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	10	34	33	36

Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	3	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	0	1

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	3	2	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	2	0

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	3	15	15	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	03	04	03	05

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	10	7	5	4

Answer After DVV Verification :

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

2	4	3	2	3
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	6	7	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

Remark : DVV has made changes as per the report shared by HEI. Less than 5 days FDP programs not considered

7.1.2 The Institution has facilities and initiatives for

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

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

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 43 Answer after DVV Verification : 36