



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI SIDDHESHWAR SHIKSHAN MANDAL'S COLLEGE OF ARCHITECTURE, SOLAPUR

SR.NO.63/1A, F.P. NO.34, UJANI COLONY, KUMATHA NAKA, HOTGI ROAD,
SOLAPUR - 413003.

413003

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shree Siddheshwar Shikshan Mandal's College of Architecture (SSSMCOA), Solapur was established in the year 1993 by Shree Siddheshwar Shikshan Mandal (SSM trust (Est-1992)). The trust with more than 25 years of charitable service aims at moulding students as worthy citizens with moral & ethical values with commitment to fulfil their duties to the society and nation. The trust runs many educational institutions pioneering in Architectural education for the students staying in and around Solapur

In 1993, SSMs COA was the first Architectural Institute established in the city offering five years full time Bachelor's Degree in Architecture, affiliated from **Shivaji University** and approved by the **Council of Architecture, New Delhi (COA)**, **Directorate of Technical Education (DTE)**, **Government of Maharashtra** and is affiliated with **Punyashlok Ahilyadevi Holkar Solapur University (PAHSUS)** from 2005.

Today, SSMCOA is a full-fledged, independent 3 storied building in a campus of area around 7400 sq. mtr's in the heart of the city.

The college provides a full-time 5-year B. Arch degree course and is regulated by a team of well-qualified and dedicated faculties along with practicing architects, engineers, and allied field experts.

The infrastructure includes 5 studios, 3 lecture rooms all equipped with lcd projectors, material museum, exhibition space, workshops, survey, climatology, computer labs, exam room, library, reprography room, sports grounds for various sports. The infrastructure facilities also include toilets for physically disabled, lift, firefighting system, R O drinking water and CCTV surveillance.

Our management is the backbone of our institution and have been standing firmly with us in all situations by guiding the faculties to upgrade by permitting them to participate in FDP, QIP programs. They actively allow to conduct various development activities like seminars, workshops.

SSMCOA, focuses on imparting quality education and believe in practical approach by arranging actual site visits and case studies for various subjects. Architectural study tours

The institute follows CBCS system and offer students flexibility in academics to develop the student's skill by conducting regularly co-curricular and extracurricular activities.

A graduate of SSM COA is well equipped with the skills to be entrepreneur, work with professional firm or pursue higher education.

Vision

Our institute strives to achieve excellence in architectural education by using design thinking and creative problem solving to address the issues faced by contemporary society by preparing our graduates to actively participate in the contemporary milieu, encourage and anticipate paradigm shifts, and respond to change in the local, national and international communities.

Mission

Our institute will accomplish its mission by:

1. Offering a diverse, interdisciplinary and rigorous curriculum led by an accomplished faculty in a comprehensive studio and classroom environment.
2. Challenging students to develop their abilities in problem solving, creative thinking, and informed decision-making as a focus of their professional education.
3. Engendering a nurturing and student-centered environment – one that fosters personal development and professional excellence.
4. Educating students in skills and knowledge required to improve the quality of the built environment on both a national and international level.
5. Preparing students for leadership roles in the fields of architecture, construction science, community development and digital media arts.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Faculty & Staff Members

- Qualified and experienced faculty appearing for PhD (13%), Master degree (66%) and from industry (50%).
- Expertise in multidisciplinary knowledge areas
- Faculty adopts ICT and blended teaching- learning process
- Student centric functioning including mentoring and counselling
- Faculty (66%) representation in BOS / Academic council and participation for Curriculum Design Development & implementation of affiliating University
- Good number of faculty research publications in international journals & Conferences
- Rendering consulting services enhancing industry - institute interaction and revenue.
- Gender diversity – more than 30% of faculty are women, more than 70% students are girls.
- Faculty & Staff members are competent and trained for skill enhancement
- Average working experience of faculty from industry / Profession is more than 10 years.

Students & Alumni

- Advanced learners have demonstrated potential through projects and various competitive examinations for achieving higher education and professional carrier
- higher number of university rank
- Good campus placement , Achievements in various projects through awards
- Alumni spread across the globe with more than 350-400 entrepreneurs

Curriculum and infrastructure

- Well-equipped infrastructure and educational learning resources
- Periodic review and revision of curriculum in accordance with industrial needs

- well-established examination and evaluation processes for both ISE & ESE
- well-equipped laboratories
- Adequate Campus amenities and Wi-Fi along with ICT Facilities
- Good library facility with adequate volumes and titles along with journals
- Gymkhana with all facilities and play ground

Institutional Weakness

Awards & Recognition

- Need to enter in to more MOUs for increasing industry-institute interaction
- Need to increase fundamental and applied research

Faculty & Staff Members

- More faculty members need qualification up gradation and get acquainted with latest technology
- Need to focus on quality publications and explore commercial potential.
- Consultancy services need to extend for all types of industries

Students & Alumni

- Enhance number of students opting for higher education with counselling and training
- Need to increase placements in core companies
- Need to increase alumni interaction and strengthen alumni association through proper networking

Curriculum & Infrastructure

- Since self-financed institution, limited resources available for development of the laboratory
- University affiliated college, restriction on academic flexibility

Institutional Opportunity

- Oldest and reputed institution which has potential for growing consistently over 30 years, opportunity to expand multi-fold
- Explore centre of excellence and interdisciplinary approach
- To increase Fundamental and applied research
- Cater the needs of local and contribute to the growth of Solapur in making Solapur as a Smart city
- To enter in to more MOU's for increasing industry-institute interaction
- To explore alumni involvement in academic and placement activities
- Training for competitive examination both in-house & external agencies
- Requirement for value added training programmes for unemployed rural youth of the region

Institutional Challenge

- Attraction of students to migrate towards metro cities for admissions

- Mushrooming of architecture colleges in the state and Solapur district.
- Self-financed institution, therefore higher fees for professional education leading students to look for alternative admissions.
- Surrounding institutes offers concession in fees to fill their seat at any cost.
- University Affiliated institute, Rigidity of academic structure and curriculum

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Shree Siddheshwar Shikshan Mandal's College of Architecture (SSSMCOA), Solapur was established in the year 1992 by Shree Siddeshwar Shikshan Mandal (SSSM trust (Est-1992). Approved by the Council of Architecture, New Delhi (COA), Directorate of Technical Education (DTE), and Government of Maharashtra, affiliated with Panyashlok Ahilyadevi Holkar Solapur University (PAHSUS).

Our institution was initially following the CGPA system and now CBCS is implemented in the institution increasing the equal weightage of in semester evaluation (ISE) and Internal Continuous assessment (ICA).

The Institute prepares its own academic calendar annually based on the affiliating University academic calendar and adheres to the same. The Institute follows the commencement and concluding dates for the semester per academic year, set as per the affiliated University academic calendar. The academic calendar includes a teaching plan, schedules of In-Sem Evaluation and End-Sem Evaluation, Internship, and co-curricular & extracurricular activities.

Every semester, timetable preparation and subject allocation is done well in advance. Subject allocation is done based on the area of specialization of faculty, qualification, number of times the subject is taught, and experience.

SSSMCOA focuses on imparting quality education and believes in a practical approach by arranging actual site visits and case studies for various subjects. Faculty are trained for newly introduced courses in the curriculum through workshops, to achieve effective delivery.

Expert Lectures and guest lectures are being organized by faculties at the institute level as a part of co-curricular activities for students' interaction with industry experts to impart practical knowledge.

For Internal Continuous assessment (ICA), students are evaluated for their performance throughout the semester. At the end of the semester student has to appear for a university exam i.e. End Semester Evaluation (ESE). The exam department prepares overall result analysis and Toppers list at the college level. Assessment schedules are reviewed by the Academic coordination team, at the stage of mid-term and end-term.

After the semester, a course exit survey is collected from all the students of all the semesters for each course which is then analysed and progressive action is taken. Thus, the institution ensures curriculum planning and its implementation to attain its desired effectiveness.

Teaching-learning and Evaluation

Shri Siddheshwar Shikshan Mandal's College of Architecture, Solapur, is dedicated to a student-centric education system that fosters collaboration, experimentation, and dynamic learning methods. We prioritize ensuring that our students not only acquire knowledge but also comprehend and apply it effectively through discussions, assessments, seminars, and hands-on design studio experiences.

In our commitment to bridge the gap between academic education and societal needs, we have implemented several strategies. We regularly modify and update our syllabus, introducing elective subjects and emphasizing experiential and participative learning. Problem-solving methodologies are ingrained in our teaching approach.

Transparency is a cornerstone of our internal and external assessment mechanisms. From the outset of the course, we openly communicate the internal (ISE & ICA) and external assessment (ESE) processes to students and parents, ensuring a clear understanding of their evaluation criteria.

To continually enhance our students' professional proficiency and readiness for higher education, our faculty actively participates in workshops conducted by the university, other colleges, and the Council of Architecture (COA). These initiatives help align our architectural program with the evolving demands of the field.

Our dedication to quality education is exemplified by our alignment with university-defined course outcomes (COs) and the diligent calculation of course attainment by our subject teachers. We also formulate Program Specific Outcomes (PSOs) and Program Outcomes (POs) to further enhance our students' educational journey, ensuring they are well-prepared for the challenges of the architectural profession and beyond.

Research, Innovations and Extension

Shri Siddheshwar Shikshan Mandal's College of Architecture, Solapur, is a hub of innovative education, specially designed to cater to the dynamic field of architecture. We believe in providing our students with a holistic educational experience that not only hones their architectural skills but also emphasizes the vital role of Intellectual Property Rights (IPR) in their journey.

Over the past five years, we have conducted a remarkable total of 36 workshops, seminars, and conferences. These events cover a wide range of topics, including Research Methodology, Intellectual Property Rights (IPR), and entrepreneurship. These initiatives are aimed at enriching our students' knowledge and preparing them for the multifaceted challenges of the architectural world.

In addition, our institution has actively engaged in 10 extension and outreach programs during this period.

These programs have been organized through various forums, including NSS/NCC, and have fostered community involvement. We strongly believe in nurturing a sense of social responsibility among our students, and these programs serve as a platform for them to contribute positively to society.

Furthermore, our dedication to academic excellence is evident through the publication of one research paper by our esteemed faculty member in journals recognized on the UGC care list within the last five years.

Collaboration and global exposure are essential aspects of our educational philosophy. Over the past half-decade, we have established 15 Memorandums of Understanding (MoUs) and linkages with institutions and industries. These collaborations facilitate internships, on-the-job training, project work, student/faculty exchanges, and collaborative research, enriching our students' educational experience.

Finally, our commitment to excellence has not gone unnoticed. We are proud to have received numerous awards and recognitions, which underscore our dedication to providing top-notch education in the field of architecture.

At Shri Siddheshwar Shikshan Mandal's College of Architecture, Solapur, we continue to empower our students to become responsible citizens who not only excel in their profession but also contribute positively to society. Our journey is marked by innovation, collaboration, and a relentless pursuit of excellence in education

Infrastructure and Learning Resources

Shri Siddheshwar Shikshan Mandal's College of Architecture, Solapur, takes immense pride in its comprehensive infrastructure and state-of-the-art facilities, which are pivotal for an enriching teaching and learning environment. Our institution boasts well-furnished classrooms and fully-equipped laboratories, complete with cutting-edge computing equipment. These facilities are complemented by the integration of Information and Communication Technology (ICT), including smart classrooms and a Learning Management System (LMS), enhancing the overall learning experience. Moreover, we understand the significance of extracurricular activities in holistic development, and thus, we provide ample opportunities for cultural and sports activities.

Our library is a hub of knowledge, meticulously automated and digitized, offering access to a wide array of e-resources and journals. This digital transformation ensures that faculty and students can efficiently harness the wealth of information available. Furthermore, we have a robust internet connectivity infrastructure, spanning the entire building, with a commendable 100 Mbps internet bandwidth. This setup is adeptly managed through routers to ensure uninterrupted communication, and when necessary, we provide dedicated lines to cater to specific needs.

In our unwavering commitment to excellence, we allocate a significant percentage of our expenditure towards infrastructure development and augmentation. Over the last five years, we have dedicated substantial resources to enhance our physical facilities and academic support infrastructure. This substantial investment underscores our determination to provide a world-class learning environment for our students and faculty. We believe that an exceptional educational institution must not only focus on the present but also continuously invest in its

future, and our financial commitments reflect this vision.

Student Support and Progression

Shri Siddheshwar Shikshan Mandal's College of Architecture, Solapur, is not just a center of academic excellence but also a nurturing ground for holistic development. Over the past five years, we have consistently supported our students through scholarships, free ships, and other financial aid, with 57.81% of our students benefiting from these opportunities. Furthermore, our institution places a strong emphasis on career guidance and counseling, with nearly 30% of students benefiting from valuable insights and mentorship for competitive examinations.

A remarkable 90% of our students have successfully secured placements or progressed to higher education during this period, a testament to our commitment to their future prospects. In addition to academic achievements, our students actively engage in sports and cultural activities, garnering an impressive tally of 67 awards and medals at University, state, national, and even international levels.

We prioritize the well-being of our students and have established robust mechanisms for addressing grievances, including cases related to sexual harassment and ragging. This ensures a safe and inclusive learning environment for all.

To foster a sense of community and support, we have founded an Alumni Association. Registration is currently underway, and the Association is dedicated to contributing to the institution's growth financially and by providing various forms of support. Alumni Talk Series events are a regular feature at the institute, enabling former students to share their expertise and best practices with current students. Our alumni also actively assist in job placements and the enhancement of technical knowledge, underscoring our commitment to producing well-rounded and successful graduates.

Governance, Leadership and Management

Strategy Development and Deployment:

Governance, leadership, and management are integral parts of our institute as they ensure our credibility, transparency, and effectiveness in assessing and giving higher education to the students. Strong governance structures, effective leadership, and efficient management processes are pillars of SSSM's.

Our Structure, Policies, Regulations, and composition of these bodies ensure a balanced representation of various stakeholders. We support our teachers and non-teaching staff for the specific needs and challenges faced by educators in a particular region or educational context and upliftment.

Institutional Vision:

Our Institute strives to achieve excellence in architectural education by using design thinking and creative problem solving to address the issues faced by contemporary society by preparing our graduates to actively participate in the contemporary environment, encourage and anticipate paradigm shifts, and respond to change in the local, national and international communities.

Faculty Empowerment Strategies:

SSSM's COA believes in faculty empowerment, a crucial aspect of academics. We have well-trained and motivated faculty members who continuously work on transforming students and their future.

Financial Management

SSSM's always plan optimal resource utilization and require a coordinated effort involving administrators, faculty, staff, and external stakeholders.

Internal Quality Assurance System:

IQAC in our college plays a vital role in fostering a culture of quality, accountability, and continuous improvement, ultimately contributing to the excellence in delivering architectural education and services.

IQAC in our institute works systematically on the following principles; Quality Assurance, Planning and Evaluation, Data Collection and Analysis, Benchmarking, Continuous Improvement, Student Feedback and Grievance Redressal, Documentation, and Reporting.

Institutional Values and Best Practices

Gender Audit and survey conducted of our college Shri Siddheshwar Shikshan Mandal's College of Architecture, Solapur, after an examination of all the aspects of gender sensitivity and adequacy of facilities for both men and women, indicates a positive and eminently satisfactory situation. Various activities under curricular and co-curricular are conducted in our institution representing gender equality. Various facilities for women are provided in the institution.

Our institution has adopted Energy conservation measures like limiting the use of artificial lighting daytime, minimizing printing and reusing of used single-page papers, and replacing existing lamps with LED energy-saving lamps, and displays in college building for energy conservation.

Our institution has conducted an Environmental/Green audit of our campus and has been certified by a recognized body.

our institute takes great pride in its efforts to establish an inclusive environment that promotes harmony, tolerance, and constitutional awareness. By incorporating cultural, regional, linguistic, communal, and socioeconomic aspects into our initiatives, we strive to nurture responsible citizens who embrace diversity and uphold their constitutional obligations. Through these endeavors, we aim to contribute to a more just, harmonious and inclusive society.

Our institute practices best practices -I "Industry Institute Interaction" by doing Mou's with Professional organizations/bodies and Other professional institutions, Participation of faculties in paid and free Quality Improvement programs, and Organizing Seminars, workshops, and Guest lectures of the industry experts.

Our institute practices best practice II "Institute as an aid to personality development" by conducting various

curricular and extra-curricular activities.

We proudly state that our institute is sincerely committed to the holistic development of our students. We provide quality education by engaging experienced faculty and state-of-the-art facilities. Our support to the students in the realm of Curricular and Non-curricular activities makes our students ready for market, spiritually inspired, and able professionals by shaping them to develop empathy and compassion for others and gain a deeper understanding of the social issues facing their community. They emerge as a better decision maker leaving their footprints wherever they excel.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SIDDHESHWAR SHIKSHAN MANDAL'S COLLEGE OF ARCHITECTURE, SOLAPUR
Address	Sr.No.63/1A, F.P. No.34, Ujani Colony, Kumatha Naka, Hotgi Road, Solapur - 413003.
City	Solapur
State	Maharashtra
Pin	413003
Website	www.coasolapur.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Ashwini Nagesh Katgaonkar	0217-2603950	7620122262	-	archcoa.ssm@gmail.com
Associate Professor	Ar. Niranjan Vilas Sangawar	0217-2602188	9860183931	-	ashwinikatgaonkar@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Punyashlok Ahilyadevi Holkar Solapur 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	08-06-2023	12	Approved by Council of Architecture New Delhi

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	Sr.No.63/1A, F.P. No.34, Ujani Colony, Kumatha Naka, Hotgi Road, Solapur - 413003.	Urban	1.75	2884

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 or Diploma NATA JEE Paper II	English	30	14

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	1	0	0	1	1	2	0	3	7	2	0	9
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	8	3	0	11
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	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	1	0	0	1
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
	Male	Female	Others	Total	
	6	2	0	8	

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	6	0	0	0	6
	Female	8	0	0	0	8
	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	3	3	2	4
	Female	6	6	4	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	10	14	10	11
	Female	29	32	28	25
	Others	0	0	0	0
General	Male	23	30	25	27
	Female	46	54	55	66
	Others	0	0	0	0
Others	Male	1	1	0	0
	Female	3	1	0	0
	Others	0	0	0	0
Total		121	141	124	135

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>At SSSM, we are committed to implementing the National Education Policy (NEP) to provide high-quality education that aligns with its core principles. The NEP emphasizes a multidisciplinary/interdisciplinary approach and innovative teaching methods to nurture practical decision-making, advanced lateral thinking, and creativity among students. Our curriculum, developed in collaboration with PAH University Solapur, is designed with a strong focus on multidisciplinary and interdisciplinary learning. To achieve a well-rounded education, we have introduced an interdisciplinary curriculum that empowers students to select subjects from both PAH University and COA India as elective</p>
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courses. To create awareness among students, we have added an extra lecture in our academic timetable to showcase the wide array of multidisciplinary/interdisciplinary subjects available to them and the platforms through which they can pursue these subjects. In terms of awareness and training, our COA ensures that all staff, including teachers, administrators, and support personnel, are well-informed about NEP's objectives and provisions. We have plans to organize workshops, training programs, and seminars to educate our staff about the transformative changes and new pedagogical approaches outlined in the policy. Regarding infrastructure and technology, our short-term goal is to assess and upgrade our facilities, including classrooms, libraries, and laboratories, to accommodate new teaching methods and technologies. We also promote the use of digital resources, e-learning platforms, and online education tools to enhance teaching and learning. We are committed to pedagogical reforms, encouraging innovative teaching methods such as active learning, project-based learning, and student-centered approaches. Additionally, we emphasize critical thinking, problem-solving, and creativity within our teaching practices. Our curriculum revisions provide students with options through elective and self-learning courses, all operating under the Choice Based Credit System (CBCS). These electives encompass a wide range of subjects, including architectural vocabulary, communication skills, arts and art forms, furniture design, creative writing, mud architecture, art appreciation, vernacular architecture, basic accounting, photography, bamboo architecture, foreign languages, sustainable building materials, green building, sociology and architecture, architectural journalism, earthquake-resisting structures, basics of archaeology, prefabricated construction, digital graphics and art, road safety, civic sense, hospitality design, disaster mitigation and management, architectural design with structural steel, building bye-laws, building information modeling, health care design, energy conservation building code, design with climate, industrial design, architectural conservation, gender and architecture, valuation of immovable properties, parametric modeling, universal design, affordable housing, advanced structural design, waste water management,

	<p>and sustainable cities and communities. In summary, SSSM is dedicated to upholding the principles and objectives of the NEP. Our curriculum and teaching methods are designed to provide students with a multidisciplinary/interdisciplinary education that fosters creativity, critical thinking, and practical decision-making. We ensure that our staff is well-prepared through training and awareness programs, and we are actively upgrading our infrastructure and embracing technology. Our institution is committed to preparing students for the challenges of the modern world while offering a diverse range of elective subjects to enhance their educational experience.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>SSSM'S students have registered for the Academic Bank of Credits on www.accounts.digilocker.gov.in. Though we don't have the provision of credit bank in the previous syllabus of the university; in order to permit students mobility and academic flexibility, we allow students to select a subject and to identify wisdom through subjects offered by PAH University and Council of Architecture New Delhi India through Elective subjects. We are providing options of 30 subjects through elective and self-learning heads. (As mentioned in multidisciplinary/ interdisciplinary approach 1.0)</p>
<p>3. Skill development:</p>	<ul style="list-style-type: none"> • To give students increased efficiency and employability we organize various seminars, workshops, and guest lectures in order to improve the skill gap. • Such activity will help students with industry-oriented skills to make them equipped for their profession. • Our well-rounded education should include not only academic knowledge but also practical skills, enabling students to be better prepared for a variety of career paths and life challenges.
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<ul style="list-style-type: none"> • Though it is difficult to adapt the local language in the architecture curriculum, but our syllabus tries to include Indian knowledge systems that can be integrated into architecture by teaching them to Incorporate Sustainability, Traditional Building Techniques, Adaptive Reuse, Natural Ventilation, and Lighting etc. • SSSM'S follows guidelines given by COA India and the University Syllabus to adapt subjects through electives and HSS subjects like Vernacular Architecture in the Indian subcontinent,

	<p>Sustainable building material, Art in architecture in Indian Subcontinent. (As mentioned in multidisciplinary/ interdisciplinary approach 1.0) • Students have Choices to select these subjects and credits are given to these subjects. • The integration of Indian knowledge systems into architecture not only enhances the sustainability and cultural relevance of designs but also preserves and promotes the rich architectural heritage of the country.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>• SSSM'S is always facilitate desired changes within the learners, by increasing knowledge, developing skills and/or positively influencing attitudes and output. • We ensure a highly effective approach to ensure that graduates are well-prepared for their roles as architects and meet the needs of the profession and society • All subjects and curriculum are planned according to the guidelines of the university, COA. Teaching is based on The OBE model which measures the progress of graduates in three parameters, Program Outcomes (PO), Program Educational Outcomes (PEO), and Course Outcomes (CO) • At the end of the semester course evaluation and monitoring is done on the basis of the above parameters. • We ensure Outcome-Based Education follows Clear Learning Outcomes, Curriculum Design, Teaching and Learning Strategies, Assessment, and Evaluation, Ethical and Professional Development which we define in our lesson plan every semester</p>
<p>6. Distance education/online education:</p>	<p>Our institute doesn't offer any distance education which is difficult in case of Architecture graduation</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in SSSM's COA, Solapur Maharashtra, with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. An Electoral Literacy Club is a platform to engage school students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. Electoral literacy club aims at strengthening the culture of</p>
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	<p>electoral participation among young and future voters. working with the following Objective - To sensitize the student community about democratic rights and the power of their vote in election to have their unique decision. To create awareness and interest among faculties and students about the power of one vote. To encourage critical thought about issues relating to voting rights, democracies, and their procedures. To make it easier for its eligible members who haven't already registered to vote to do so. To promote awareness of 'Right to vote' among students, faculty members and community at large. To promote educated, ethical voting and uphold the values of "Every vote count" and "No Voter to be Left Behind," as well as to foster a culture of political participation.</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>Yes. Established in the year 2023 Electoral Literacy Club has been constituting as per the directions of Election commission of India to spread electoral literacy among the students. ELC has been set up in our college , Ar. A. C. Burnapure Assistant Professor , has been also appointed as a nodal officer . A committee with 10 members along with faculty and student representatives two from each class , are the functionaries of the ELC. students' coordinator and coordinating faculty members are appointed by the College and the ELCs are functional. And yes, ELCs are representative in Character.</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>The Institute conducts voter's registration drive every year for new students. The college has an Electoral Literacy Club (ELC) . The subject democracy elections and good governance is introduced in the course curriculum , the importance of the value of casting the vote and how it helps in protecting the constitutional obligations .The success of democracy depends upon strong legislation by electing right person for right place to give importance to constitutional values protecting social justice.</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>SSSM's COA, Solapur organizes programs like new voter registration drive in campus etc., to create voting awareness among students.</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>From onwards during admission process of the first-year new voter registration drive will be conducted at institute for above 18 years of age students. Also, one more special drive is organized for remaining students those who are about 18 years of other classes in the institute.</p>
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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
101	121	141	124	135

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: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	10

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
38.03	42.05	21.37	41.82	39.27

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:

Shree Siddheshwar Shikshan Mandal's College of Architecture (SSSMCOA), Solapur was established in the year 1992 by Shree Siddeshwar Shikshan Mandal (SSM trust (Est-1992)). By 1993, SSM COA was the first Architectural Institute established in the city offering five five-year full-time Bachelor's Degree in Architecture, affiliated with Shivaji University and approved by the Council of Architecture, New Delhi (COA), Directorate of Technical Education (DTE), Government of Maharashtra. From 2005 onwards, the college has been affiliated with Punyashlok Ahilyadevi Holkar Solapur University (PAHSUS).

Our institution was initially following the CGPA system and now CBCS is implemented in the institution increasing the equal weightage of In semester evaluation (ISE) and Internal Continuous Assessment (ICA).

The Institute prepares its own academic calendar annually based on the affiliating University academic calendar and adheres to the same. The Institute follows the commencement and concluding dates for the semester per academic year, set as per the affiliated University academic calendar. The academic calendar includes a teaching plan, schedules of In-Sem Evaluation and End-Sem Evaluation, Internship, and co-curricular & extracurricular activities.

Every semester, timetable preparation and subject allocation is done well in advance. Subject allocation is done based on the area of specialization of faculty, qualification, number of times the subject is taught, and experience. Delivery of course curriculum includes width and depth beyond the course curriculum. They are allotted courses with their expertise and preferences by the Academic Development Committee in consultation with the faculty members

SSMCOA focuses on imparting quality education and believes in a practical approach by arranging actual site visits and case studies for various subjects. Faculty are trained for newly introduced courses in the curriculum through workshops, to achieve effective delivery. For improvement in the performance of the weaker students, remedial classes are planned. The college also offers skill development and value-addition courses for students to enrich the curriculum.

Expert Lectures and guest lectures are being organized by faculties at the institute level as a part of co-curricular activities for students' interaction with industry experts to impart practical knowledge.

The teaching-learning process is evaluated through the Progressive assessment conducted by the subject teachers at different stages subject-wise. In In-Sem Evaluation (ISE), three tests are conducted for every

subject. Students are evaluated based on their performance in tests and additional assignments concerning the subject.

For Internal Continuous Assessment (ICA), students are evaluated for their performance throughout the semester. At the end of the semester student has to appear for a university exam i.e. End Semester Evaluation (ESE). The exam department prepares overall result analysis and Toppers list at the college level. Assessment schedules are reviewed by the Academic coordination team, at the stage of mid-term and end-term.

After the semester, a course exit survey is collected from all the students of all the semesters for each course which is then analyzed and progressive action is taken. Thus, the institution ensures curriculum planning and its implementation to attain its desired effectiveness.

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

1.2 Academic Flexibility

1.2.1

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

Response: 0

File Description	Document
Institutional data in the prescribed format	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: 0

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

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

File Description	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:

GENDER EQUITY

SSMSCOA is a co-education institute where all genders are equally treated and educated. Our college recruits and retain a diverse faculty with different gender identities, backgrounds, and experiences. We encourage female faculty members to take leadership roles within the institution. Promoting gender equity in education for architectural students is crucial for creating a more inclusive and diverse profession. Architecture is a gender-neutral profession and all the students are encouraged to work in teams during the design projects, site visits, and study tours and participate in all the activities, with equal enthusiasm. Academic activities and projects are also planned with no gender bias to encourage their inherent potential and enhance sensitivity to the opposite gender.

ENVIRONMENT AND SUSTAINABILITY.

Environmental awareness and sustainable practices in architecture refer to designing and constructing buildings to minimize their negative impact on the environment while maximizing their positive contribution to ecological systems and human well-being. Students inculcated knowledge by introducing subjects such as Climatology, building services, Site analysis methods retrofitting projects, electives such as Design with Climate, and Sustainable Building materials involve considering various aspects of the design, construction, operation, and end-of-life stages of a building's lifecycle. and use of alternative materials and technologies are encouraged and appreciated and given special attention with effective mentoring, and professional guidance by the teachers and design experts, by integrating these principles and strategies, architects can create buildings that are not only visually appealing and functional but also environmentally responsible and supportive of sustainable living.

HUMAN VALUES

Human values play a significant role in architecture, shaping the way buildings are designed, constructed, and experienced. Architectural design is deeply intertwined with the well-being and values of the people who inhabit and interact with the built environment, students are exposed to human values through introductory subjects like – art appreciation, workshop practice, basic design, and visual arts, history of architecture, and Urban Design Studies which sensitizes them towards moral and social responsibilities of the society. The institute celebrates various national days such as Teacher's Day,

Architects Day, Independence Day, and Republic Day to inculcate the value of nationalism and integrity within its students.

PROFESSIONAL ETHICS

Professional ethics is the most important subject in the architecture curriculum and is incorporated into the syllabus through Practical Training and Professional Practice in the fourth and fifth years of the curriculum. The Council of Architecture has published a code of conduct for qualified practicing Architects that mentions sets of principles and standards that guide their behavior, Integrity, Environmental Responsibility, Public Safety, decision-making, and interactions with clients, colleagues, the public, and the built environment. In addition, at every stage of architectural education, all the students are educated in such a manner to ensure they become competent to incorporate professional ethics, through various assessments, and acquainted skills, case studies, group work, and group discussions in various design studios to develop their professional knowledge

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: 24.75

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

Response: 25

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 67.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	31	27	27

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
33	33	33	33	30

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 52.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	10	13	9

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	15	14	12

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 7.77

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:

SSSMS believe in **STUDENT CENTRIC EDUCATION SYSTEM**. We adopt/follow collaborative -teaching experimenting and learning methods. we ensure that students are able to assimilate the knowledge and information through discussion, tests, seminars and its application/implementation in the design studios.

To overcome the gap between the society's need and academics taught at the institute, we follow some strategies –

1.**Modification and revising the Syllabus** as per the need and demand of the profession

2.**Electives** allows students to choose area of their interest and specialization, which are intensely carried out in the elective module held at the start of both the sessions

3. **Practicing Architects** bring in the professional / practical knowledge of architecture which becomes a major part of teaching students at our institute.

A. EXPERIENTIAL LEARNING:

1.Hands on Experience of theoretical knowledge through performance in field studies, workshops, Construction Yard, videos, study tours

2.Expert Lectures are organized by inviting professional architects, subject expert from different allied fields

3.Self Study through works of Masters and pioneers in the field of architecture and various web links and open courses platform

4. Case Study -Students are exposed to seek good experiences by visiting projects and making them learn and inspire through various spatial configurations, circulation, zoning etc.

5. Other Methodologies- Lectures based on seeking experiences in Architecture design process like Journey Map, story board etc as part of design studio

6. Training- All the 9th semester Students undergo practical training for 6 Months under various architects and designers throughout the nation.

B. PARTICIPATIVE LEARNING –

1.Group Study through case studies, data collection, study material carried out by a group of 5 to 10 students.

2. Trips and Tours are conducted to provide exposure in the field of Architecture.

3. Studio work -Urban /Environment/Landscape Design Studio are conducted by the institute in which students work in participation within and across the batch.

4. Competitions-Students are encouraged to participate in Various Inter collegiate competitions for participative learning and team work.

5. Other Activities- Co-Curricular, extracurricular and sports activities conducted throughout the year which leads to holistic development of students.

C. PROBLEM SOLVING METHODOLOGIES-

1. Thesis /Design Projects- We encourage Final Year students to select Thesis /projects topic which are live projects, part of a competition which are addressing current issues, problems, challenges faced by Architecture within the city.

2. Site Visit/Labs -Field Trips to Material testing labs, Ongoing constructions sites, services are organized to provide practical field specific exposure.

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: 82.67

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

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

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: 0

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

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

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:

All students and parents are informed about the internal (ISE & ICA) and external assessment (ESE) of all the subjects by the faculty at the start of the course.

FOR THEORY SUBJECTS(ISE)-

- 1.It is based on the performance in two tests and one improvement test held as per academic calendar.
- 2.Concern faculty assess the papers and discuss student's performance and possible improvement.
- 3.Students showing poor performance are allowed to take one improvement test, so that best of three can be considered.

FOR ALL STUDIO SUBJECTS (ICA- INTERNAL CONTINUOUS ASSESSMENT)

- 1.Students maintain the studio sheets on which regular discussions and follow up of discussions are noted by respective faculty.
- 2.The sheets are signed by the respective faculty with whom the discussion has happened and is reviewed twice in a week.
- 3.At regular intervals, an open jury by subject faculty member and another faculty member (internal

/external) is assessed on the weightage of his performance in the work, oral presentation, questionnaire session by the students and faculty.

4. This method helps us to keep track on the progress of the student and also help in internal continuous assessment (ICA).
5. Students showing poor performance are given mini projects/tasks to develop their creative and analytical skills.
6. The marks obtained by the student in internal assessment are conveyed to the parents of students who are defaulters or absentees.

The students can then appeal to the respective faculty with their grievance if any with relevant academic documents. The institute provide a mechanism for Redressal of the grievances, if any.

Settlement of grievances for **Internal Marks: (ISE/ICA)**

Every class has a class coordinator and a subject expert as redressal committee and

Principal, 5 class coordinator, subject expert as institute redressal committee.

Those students who are not satisfied with assessment of the respective teacher, are at liberty to approach concern faculty along with the class coordinator after display of the results of each ISE test. In case student is not still satisfied at class level, he/she can approach redressal committee at

At University Level

This student grievance is forwarded to university along with the recommendations of subject experts After the declaration of result, aggrieved students regarding assessment can ask for photocopies of answer book by paying prescribed fees within 15 days of declaration of result. The candidate can also apply for the revaluation pointing towards total or unchecked part of the answer sheet. The Institute acts as facilitator for all the issues related to student and university exam related grievances. The Institute help facilitate process of:

University form submission, Revaluation form submission, Accesing mark sheets from the university Sorting out Grievances like name change, Marks alteration etc.

Required assistance has been provided to the students who are willing to apply for revaluation and improvement of Sessional marks immediately after the announcement of the results.

This transparent system enables students to show better performance in further examinations and improve their present scores.

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:

To understand *Programme Outcomes (POs) and Course Outcomes (COs)* the institute encouraged faculty to attend the workshop conducted by the university, other college, COA workshops to frame in the Architectural programme with the aim to bring up the student's professional efficiency skill and ready for higher education.

Our institution was initially following CGPA system and now CBCS is implemented in the institution increasing weightage of In semester evaluation (ISE) and Internal Continuous Assessment (ICA).

Our course curriculum is available on university website as well as institute website. The course curriculum of every course exhibit course objective for teacher and course outcomes for students simultaneously.

Principal discusses programme outcome with all the faculties and the course faculty discusses the Course Outcomes in his/her introductory lecture. Course outcome for Studio Subjects is circulated to all the students and are included in studio briefing which lead to proper understanding of CO's to all the students.

External examiners, evaluators, moderators of respective course are briefed about the course objective and course outcome while evaluating - Assignments, juries and viva of respective subjects to understand the attainment of course outcome and programme outcome.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

University course curriculum defines course outcomes (CO) for all the courses which are available on the public domain. Course attainment has been computed by the respective subject teacher. The Program Specific Outcomes (PSOs) which are prepared by institute and Program Outcomes (POs) are taken for calculating attainment.

The course outcomes are mapped with POs and PSOs with their attainment level PO and PSO attainment from various course outcomes are mapped.

DIRECT ASSESSMENT TOOLS

Attainment of COs:

CO attainment levels are measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement of attainment.

Internal assessment is measured by the Two internal assessment tests, one improvement test, (THEORY SUBJECTS) reviews, seminars, project presentations (STUDIO)etc. After the three tests, the average of these percentages is computed to decide the attainment level.

External assessment is measured by university theory examinations, practical/jury/viva conducted for each course in a semester.

Thus, the average of the percentage of students attaining the entire COs decides the CO attainment level. Similarly, after the declaration of the university results, the percentage of students who attained the COs is computed. Here, it is assumed that the questions answered by a student cover all the course outcomes defined for that course.

The overall CO attainment level is computed as: -Overall CO attainment level = 50% of CO attainment level in Internal assessment+ 50% of CO attainment level in University Exam.

The above procedure of computing overall CO attainment is carried out for all the courses, enabling computation of PO and PSO attainment levels.

Attainment of POs and PSOs:

POs and PSOs are attained through the attainment of COs This is called direct attainment of POs and PSOs.

INDIRECT ASSESSMENT TOOLS

For determining indirect attainment of POs and PSOs, following tools help in assessing the attainment level: -

Feedback by the alumini, suggestions by the professional architects, examiners, jury members subject expert's and exit survey (feedback by the graduating students).

Finally, overall PO attainment values are computed by adding direct and indirect assessment.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 73.39

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	26	20	24	29

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: 3.07

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)

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

File Description

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:

Nurturing Innovation in Education with IPR Focus:

At our institution, we champion a holistic educational approach, transcending traditional classroom confines, particularly in professional fields like architecture, which thrive on diverse learning methods. We acknowledge that architecture education is distinct and demands inventive knowledge transfer techniques.

Promoting Architectural Creativity:

To bridge the academia-profession gap, we employ creative teaching methods, emphasizing hands-on activities to foster logical thinking and skill development.

Diverse Learning Channels:

We've established various knowledge transfer avenues for students and faculty:

Lectures and Studio Learning: Faculty delivers informative lectures in traditional classrooms, while studio settings enrich drawing subjects.

Real-World Projects: Students engage in design projects for social organizations, presenting their solutions directly to clients, gaining practical experience akin to professionals.

Historical Significance through Measured Drawings: Students meticulously create measured drawings of historic buildings, presenting their findings.

Personalized Faculty Interaction: One-on-one faculty-student interactions in studios ensure personalized guidance.

Case Studies and Design Juries: Students present work through case studies, site visit reports, and design juries, fostering critical evaluation.

Fieldwork: Some subjects, like Surveying & Levelling, involve hands-on fieldwork and documentation.

Climatology Lab: Our lab houses instruments for measuring climatic parameters, enhancing learning.

Observation and Documentation: Site visits and study tours facilitate experiential learning through observation and documentation.

Learning from Experts and Printed Resources: Interviews with professionals and communities enrich understanding. Our well-equipped library holds reference books, international journals, and e-resources. Faculty contributions to research papers are encouraged.

Access to Heritage and Computer Lab: Heritage activities and computer labs bolster observational and digital skills.

Seminars, Workshops, and Expert Interactions: We host seminars and workshops conducted by industry experts, offering practical skill development. Professionals share experiences, inspiring innovation.

Market Surveys and Expert Lectures: Market insights and expert lectures enhance material knowledge. Faculty attend conferences and workshops, enriching their knowledge base.

In summary, our institution nurtures an innovative educational ecosystem tailored to the unique demands of architecture. Through diverse learning avenues and real-world exposure, we prepare students to excel while emphasizing the crucial role of Intellectual Property Rights (IPR) in this process.

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

3.2.2

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

Response: 19

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	3	2

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	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
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.1

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

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

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:

Response:

The SSSM's College of Architecture is dedicated to encouraging students' complete development, which includes not just academic brilliance but also a feeling of social responsibility. In order to accomplish this, the institution participates in a variety of extension activities every year with the goal of educating students about social concerns and motivating them to become responsible citizens who improve society. Some activities have an end. These activities benefit the neighbourhood community.

A few examples are as follows:

Co-curricular:

Involvement in Students get the opportunity to engage with experts in the field of architecture and learn about the most recent trends and advances in the business through national competitions as WITchar, which improve their knowledge and abilities and also give them more confidence.

Participation in The National Association of Students of Architecture (NASA, India) and World Architecture Day seminar provides students with a platform to interact with professionals in the field of architecture and gain exposure to the latest trends and developments in the industry which enhance their knowledge and skills and also boosts their confidence.

The initiatives have also contributed towards the holistic development of students, providing them with valuable life skills and promoting physical and mental well-being.

Extra-curricular:

Tree plantation is a wonderful initiative to promote environmental sustainability and create a greener, healthier campus environment. Organizing a tree plantation event at our college can be a great way to involve students, faculty, and staff in contributing to a more sustainable future.

Yoga Day at college is a wonderful way to promote physical and mental well-being among students and staff. International Yoga Day is celebrated on June 21st every year, and it provides a great opportunity for colleges to organize special events and activities dedicated to yoga.

Blood Donation Camp are activities that contribute to the overall health and well-being of the community. Yoga helps students maintain physical and mental fitness, while blood donation saves lives and promote the spirit of altruism.

Organizing a COVID-19 vaccination camp in a college is a responsible and proactive step to help protect the health and safety of your campus community and neighbourhood community.

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

3.4.2

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

Response:

Response:

The SSSM's College of Architecture, Solapur is renowned educational institute that has been recognised for its educational quality and overall societal contribution. SSSM's COA has received following awards and recognition:

1. Recognition form Shri Chhatrapati Shivaji Maharaj Sarvopachar Rugnayalay, Solapur for arranging blood donation campaign in our institute in the year 2019-20 and give chance to our institute some societal contribution.

2. Recognition form Shri Chhatrapati Shivaji Maharaj Sarvopachar Rugnayalay, Solapur for arranging blood donation campaign in our institute in the year 2022-23.

3. Gold medal in 4th State Level Championship in Skill Do Martial art to Miss Srushti Jaykar Thombare SSSM's COA student:

In the A.Y. 2021-22 the students of SSSM's COA secured rank with gold medal in the SKILL DO MARTIAL ART STATE ASSOCIATION 4th STATE LEVEL CHAMPITONSHIP 2021-22, showcasing her excellent skills and ability.

4. Third rank in WORLD SKILL DO FEDERATION 'DAN CERTIFICATE' to Miss Srushti Jaykar Thombare SSSM's COA student:

In the A.Y. 2021-22 the students of SSSM's COA secured 3rd rank in the WORLD SKILL DO MARTIAL ART 'DAN CERTIFICATE' CHAMPITONSHIP 2021-22, showcasing her excellent skills and ability.

5.First prize in WITchar -23 NATIONAL LEVEL TECHNICAL SYSPOSIUM to Miss Purna Rahul Tamboli SSSM' COA student:

In the A.Y. 2022-23 the student of SSSM's COA secured first prize in the 'DREAM CADD'

competition and showcasing her digital skills and determination.

6.First prize in WITchar -23 NATIONAL LEVEL TECHNICAL SYSPSIUM to Miss Vaishnavi Gunwant Karbhari SSSM' COA student:

In the A.Y. 2022-23 the student of SSSM's COA secured first prize in the 'DREAM CADD' competition and showcasing her digital skills and determination.

7.Second prize in WITchar -23 NATIONAL LEVEL TECHNICAL SYSPSIUM to Miss Sanika Dulange SSSM' COA student:

In the A.Y. 2022-23 the student of SSSM's COA secured Second prize in the 'DREAM CADD' competition and showcasing her digital skills and determination.

8.First prize in WITchar -23 NATIONAL LEVEL TECHNICAL SYSPSIUM to Mr. Rahul Zanwar SSSM' COA student:

In the A.Y. 2022-23 the student of SSSM's COA secured first prize in the 'INFRA CIVIL' competition and showcasing his model making skills.

9.First prize in WITchar -23 NATIONAL LEVEL TECHNICAL SYSPSIUM to Mr. Pratiksha Kamble SSSM' COA student:

In the A.Y. 2022-23 the student of SSSM's COA secured first prize in the 'INFRA CIVIL' competition and showcasing her model making skills.

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

3.4.3

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	2	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
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 15

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 institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Institute was established in year 1993 by Shri. Siddheshwar Shiksha mandal's, Solapur.

Institute is affiliated to PAH Solapur university Solapur, and adheres to the norms of Council of Architecture, New Delhi India.

Currently institute is running B.Arch. full time programme, i.e., Bachelor of Architecture (UG). Programme is provided with adequate physical infrastructural facilities. Instructional areas, administrative areas and amenity areas provided as follows -

Instructional areas -

Institute has appropriate number of studios and classrooms to accommodate the teaching needs of the number of students enrolled at a time having the module of intake of 40 students.

Institute has provided required facilities for teaching –learning environment i.e., Class rooms, **Lecture halls, Smart Class rooms, Studios, Material and Construction lab containing various models of doors, windows, trusses, construction tools and equipment's , Climatology lab with equipment's and measuring instruments and Survey lab equipment's** along with Workshops.

Classrooms (AV Room) in the Institute are essentially being used to conduct theory classes whereas Studios with their unique configuration and furniture layout are being used to conduct the Design as well as studio related subjects like Graphics, Construction and working drawing etc. The Institute has provided facilities in classrooms which include LCD projector in every class room, Audio systems to support animated presentations, educational videos to provide good learning environment.

Choice of black board/white board vs. Audio visual methods also exists for convenience of teaching learning methods.

A well-equipped **Library** contains over 5885 books including text books, reference books, dictionaries,

along with thesis, dissertation, research report, periodicals, newspapers and audio-visual materials.

The institute Campus is **Wi-Fi enabled**. Wi-Fi hotspots are created in all parts of the campus.

Recreation facility with provision of indoor and outdoor game facilities inside the campuses and these are well supported with canteen and cafe for students and staff members.

Administrative area –

Contains administrative office, Principals cabin, Staff room, Staff lounge, Exam room, board room etc.

Amenity Area –

Institute has amenity spaces like library, girl's common room, sports common room activity room, RO water facility, handicap toilet, permeant exhibition space, reprography room, Playground etc.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 16.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.1	10.18	0.51	5.5	4.34

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:

Development of library in last four years:

Library is the resource hub for knowledge and has adequate collection of books, journals, magazine, newspapers and Reports. Apart from text books on regular curriculum library has collection of value education books, books for competitive exams like GATE , NATA etc.

- 1) Increase in number of books as per University Syllabus and COA Guidelines.
- 2) Deployment of CCTV monitoring system for reducing incidents of theft, tearing of pages.
- 3) Provision of e-book facility, 5 Computers are available for students Alon with internet connectivity for accessing E– resources.
- 4) Availability question paper sets.
- 5) Provision of document scanning and print outs.
- 6) all books are arranged subject wise, separate sections for reference books.
- 7) Facility of competitive exam book issue for one week.
- 8) Journals and Periodical – National, International and refereed journals.
- 9) IS Codes, UDCPR , NBC , various Manuals available to enrich general knowledge.
- 10) Book Bank facility
- 11) Scanned copies of a rare books.

Details of Library Facility:

Sr.No.	Particulars	Availability
1	Total Area of the Library	144.00 sq.m
2	Seating capacity	200 persons
3	Working Hours	Monday to Saturday - 9:30 a.m. to 4.30 p.m.

Details of Library Holding –

Sr.No.	Particulars	Availability
1	Book details	144.00 sq.m
2	Volumes	5256
3	Titles	2728
4	Journals	21
5	Thesis Dissertation	506

Number of books added during the last five years –

Sr.No.	Year	2018-19	2019-20	2020-21	2021-22	2022-23
1	Book Titles	189	139	15	98	47
2	Volumes	563	213	15	316	61

Average annual expenditure for purchase of books and journals during the last five years

Sr.No.	Particulars / Year	2018-19	2019-20	2020-21	2021-22	2022-23
1	Books	335334	157464	179365	370204	124157
2	Journals and periodicals	78510	55950	41702	39050	103052

Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment-(INR in Lakhs)

Sr.No.	Year	2018-19	2019-20	2020-21	2021-22	2022-23
1	Books	563	213	15	316	61
2	Thesis reports	28	24	28	26	24

Number of Journals and Periodicals during the last five years –

Sr.No.	Particular	2018-19	2019-20	2020-21	2021-22	2022-23
1	National	10	6	9	12	12
2	International	4	7	8	7	6
3.	Refereed journals					3

During this year library will be facilitated by Library management software. students & faculty for search of books by title/ author name etc. All the work related to issue and return will be computerized.

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:

Internet Connectivity:

Recently in the month of Sept 2021 we have upgraded existing internet Fiber Optic 100MBPS with broadband speed of 100mbps. Institute has computer to student ratio 1:1, as per the norms of Council of Architecture New Delhi.

We provide the internet bandwidth and Wi-Fi facility to all terminals in faculty room and student’s laptop with restricted access policy under centralized firewall unit.

Internet connectivity is provided in entire building . We have connected total 05 Wi-Fi indoor and outdoor access points. By identifying more shadow areas which is to be covered under wi-fi signals with new purchase procurement. The Institute continuously keeps upgrading the internet bandwidth and its distribution according to the requirement of online examinations, workshop, COA Online Courses and webinar needs. Currently, the institute is using 100 Mbps internet bandwidth managed through the router for proper utilization as per the requirements. As per necessity a dedicated line is provided to facilitate an uninterrupted communication.

At the fixed location such as computer lab , office, faculty room , Principals cabin, library, connectivity is through structured cabling to avoid loss of connectivity. However, Wi-Fi facility is provided in places where flexibility is required such as seminar hall, Library conference hall and few open meeting spots.

Licenced Software:

As per software company’s licensing policy, we generally renew software’s. Institute keeps upgrading the software packages and purchases software’s currently being used as per requirements. Antivirus is provided on every machine and is updated from time to time. Institute has licenses for Operating System such as Microsoft. Also, Microsoft Office 2016, AutoCAD 2023 educational and AutoCAD Revit 2023 educational license software’s with 125 license, Tally ERP for clerical work and Shree-Lipi, Marathi Software for Devnagari language works.

File Description	Document
Upload Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 2.53**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: 1.7**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.03	0.36	0.49	0.43	0.79

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: 57.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	81	86	62	57

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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: A. All of the above

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

5.1.3

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

Response: 23.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	30	48	39	19

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

5.1.4

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

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

Response: A. All of the above

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

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: 57.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	16	14	12	7

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

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

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: 10.26

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

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

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: 0

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

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

File Description**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: 4.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	2	4	5

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:

An Alumni Association has been established, and registration is currently underway. Its primary goal is

to actively contribute to the growth of the institution, both financially and through various forms of support. This support includes aiding in the development of the institutional vision, leadership, and strategic planning.

The Alumni Association organizes Alumni Talk Series events at the institute on a regular basis. These events serve as a platform for former students to engage with current students, sharing their expertise and best practices in various fields. Alumni also play a vital role in assisting students in finding job opportunities and enhancing their technical knowledge.

Furthermore, alumni actively participate in workshops, guest lectures, and the training and placement cell, offering guidance and coordination to current students. Prior to the formal establishment of the Association, meetings and discussions are held to engage alumni. The institute has also established an Alumni cell to facilitate these activities.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our Institute strives to achieve excellence in architectural education by using design thinking and creative problem solving to address the issues faced by contemporary society by preparing our graduates to actively participate in the contemporary environment, encourage and anticipate paradigm shifts, and respond to change in the local, national and international communities.

Our institute will far-reaching its objective by:

- Offering a diverse, interdisciplinary, and rigorous curriculum led by an accomplished faculty in a comprehensive studio and classroom environment.
- Challenging students to develop their abilities in problem-solving, creative thinking, and informed decision-making as a focus of their professional education.
- Engendering a nurturing and student-centered environment; one that fosters personal development and professional excellence.
- Educating students in skills and knowledge required to improve the quality of the built environment on both a national and international level.
- Preparing students for leadership roles in the fields of Architecture, Construction, and Community Development.
- Making them aware of the latest building technology; facilitating them to create Innovative Designs and use of up-to-date software.
- Building their confidence and sensitizing them to the prevailing issues by appropriate guidance, seminars and lectures of Experts on topics related to their course as well as other Environmental issues like Water crisis, Global warming and Disaster Mitigations etc.
- Educating & make them future – ready by interactions with the eminent professional from Academics, Industry and Allied fields.
- Instilling moral values through discipline and creating responsible adults.

Short-term Plan for 2021-2025,

- *Develop and implement NEP guidelines by COA and the University.*
- *Update teaching methodology and cope up with current market need.*
- *Develop a heterogeneous environment for higher education, research and development, Project consultancy, testing and innovation.*
- *Upgrade the classrooms to digital classrooms with net-connectivity.*
- *Strengthen the departments recognized as research centers with latest equipment and computational facilities.*

- Provide sustainable solutions to various architectural problems with special reference to local conditions and various issues of societal development.
- Guide students with career counselling for professional courses
- Create awareness and assist society in various national programs and fundamental rights such as digital India, Gender equity, Swachh Bharat Abhiyaan, and voters' registration.
- Inculcate a sense of responsibility and respect towards society amongst youth through blood donations, yoga training sessions, etc., and encourage social welfare in the students.

LoLong-term loan for five years 2021-2025,

- Increase the number of faculty members with Ph.D.
- Increase the number of e-resources to be provided to enhance study.
- Motivate faculty to take up societal, sponsored R&D projects.
- Start allied courses to make aware people about architecture.
- Make our student and their academics competent with state-level and national-level colleges and competitions like NASA, NIASA, etc.
- Improve the infrastructure of our college to cope with the NEP pattern.

The long-term plan for ten years 2021-2031,

- Increase the number of faculty members with Ph.D. and Master's Degree
- Start post-graduation and Doctorate program in our institute
- Increase and expand student intake and catchment area of our institute outside the Solapur region

Start institutional practice and consultancy cell for Solapur region and around.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Governing body

- SSSM's management is the backbone of our institution and has been standing firmly with us in

all situations by guiding and sanctioning various development activities for our institution to reach greater heights our core management team has been heading various institutes from Solapur for years which has helped us to take our college ahead.

- *Our Institution has an efficient administrative team and nonteaching staff that support development and they are aware of the field of architecture and their need*
- *Our institute has a very well-set organization pattern which is working at its best. All teaching and non-teaching faculty are appointed through a selection process guided by PAH University Solapur, Council of Architecture India as full-time, Adhoc, Visiting Approved.*

Divyang Cell

- *The primary goal of a SSSM's Divyang Cell is to create an environment that is sensitive to the needs of individuals with disabilities and to ensure that architectural spaces, designs, and facilities are accessible to everyone, regardless of their physical, sensory, or cognitive abilities.*

Scholarship

- *Our administrative team supports students in understanding the process of Samaj Kalyan, EWS Scholarship. Our staff help them with documentation and identification of scholarships.*

Other Committee

- *Our teachers and staff are working on various bodies like BoS at the university level; also local bodies are formed for good governance and working like, CDC (college development committee), BOD(Board of Directors), IQAC, CCC(College Construction Committee) ensuring all activities are happening in place.*

Internal Quality Assurance Cell (IQAC)

- *The Internal Quality Assurance Cell formed in SSSM's college is to promote and ensure continuous quality improvement in various aspects of the institution's functioning. IQAC is a mechanism established to enhance and monitor the quality of education and related services. The aim of an IQAC is to maintain and improve the quality of education and institutional effectiveness.*

Student Council

- *Our student body represents SSSM on various platforms like university competitions. The primary purpose of a Student Council is to advocate for the interests and welfare of the student body, promote student engagement, and facilitate communication between students, faculty, and administration. Here are some key aspects and functions of a Student Council. Representation, Leadership, Event Planning, Budget Management, Leadership Development, Elections, Networking*

Anti-Ragging Committee

The present Anti-Ragging Committee in a college is working on fostering a safe and respectful

learning environment where students can focus on their academic and personal development without fear of harassment or abuse. The committee's efforts contribute to creating a culture of respect, inclusivity, and well-being within the college community.

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

6.2.2

Institution implements e-governance in its operations

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

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

- SSSM's COA believes in faculty empowerment which is a crucial aspect in academics. We have well-trained and motivated faculty members who are continuously working on the transformation of students and their future.
- Empowered faculty members are providing` high-quality education, and mentorship to students, and contribute to research and innovation in their respective subjects.
- Continuous Professional Development (CPD): SSSM's promotes continuous professional development for faculty members through various means, including workshops, seminars, conferences, and online courses QIP, Training Programmes organized by COA and University.
- Faculty members are encouraged to stay updated with the latest developments in their fields and pedagogical practices to enhance their teaching and research capabilities.
- SSSM's also promotes faculty to practice and do consultancy to improve their teaching abilities and professional knowledge
- Assessment and Feedback: Regular feedback from students and peers are used to assess faculty performance and to identify areas for improvement.
- Technology Integration: Faculty members are encouraged to integrate technology into their teaching and research. The use of digital resources and online platforms to enhance the learning experience.
- Mentoring and Peer Learning: Our college established mentorship programs where senior faculty members guide and support junior colleagues and visiting faculty. Peer learning and collaboration among faculty members are also encouraged.

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: 11.29

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

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

File Description	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 / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 13.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	4	1	4

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

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:

SSSM's always plan optimal resource utilization and require a coordinated effort involving administrators, faculty, staff, and external stakeholders. By implementing strategies like Strategic Planning, Tuition and Enrollment Strategies and maintaining a strong commitment to financial sustainability, our institution effectively secures and utilizes the resources needed to thrive and provide a high-quality education to its students

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC CELL IN SSSM'S

- *Establishment and Structure: IQAC IN SSSM's COA was established on 9th March 2022. A cell having ___ members with professional, faculty, external member, and nonteaching staff has been elected.*
- *IQAC in our college plays a vital role in fostering a culture of quality, accountability, and continuous improvement, ultimately contributing to the excellence in delivering architectural education and services.*
- *IQAC in our institute works systematically on the following principles; Quality Assurance, Planning and Evaluation, Data Collection and Analysis, Benchmarking, Continuous Improvement, Student Feedback and Grievance Redressal, Documentation, and Reporting.*
- *Since formation every academic year we conduct a minimum of two meetings IQA cell.*
- *Policy and Procedure Development: Our IQA cell is continuously working to develop, updating, and implementing quality assurance policies and procedures that align with the institute's mission and goals.*
- *Data Collection and Analysis: Our team collects data related to various aspects of the institute, including academic programs, faculty qualifications, student performance, infrastructure, and support services. Data is analyzed to identify strengths, weaknesses, and areas for improvement. The cell continually monitors the progress of ongoing quality improvement initiatives. It prepares reports summarizing findings, recommendations, and progress toward meeting quality goals. These reports are shared with institutional leadership, faculty, and relevant stakeholders.*
- *Benchmarking and Best Practices: They identifies areas where the institute can learn from successful models and implement improvements*
- *Feedback Loops: The cell establishes feedback mechanisms to ensure that recommendations are acted upon and that the institute's quality assurance efforts are responsive to changing needs*
- *Sustainability and Social Responsibility: The cell establishes feedback mechanisms to ensure that recommendations are acted upon and that the institute's quality assurance efforts are responsive to changing needs.*

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Response

1.Gender Audit:

The Gender wise representation of students in last 5 years, Gender Audit and survey conducted of our college, after an examination of all the aspects of gender sensitivity and adequacy of facilities for both men and women, indicates a positive and eminently satisfactory situation. The College has always had a reputation for providing a safe and encouraging atmosphere for women's education. In all these 5 years no any untoward incident involving women occurred. The College maintains its atmosphere of healthy interaction among boys, girls and gender balanced staff. Our college maintains its tradition of gender sensitivity. We also promote gender equity by organizing 'Gender Equity Programs'

2.Gender equity & sensitization in curricular activities:

a) Inclusive content: Being co aided college our curricular activities are designed to include diverse perspectives and experiences. Textbooks, syllabus and case studies represent a balanced portrayal of both genders, avoiding stereotypes and biases thereby reflecting inclusive content.

b) Empowering discussions: Classroom discussions and debates provide equal opportunities to our students and encouraging respectful dialogues foster critical thinking and empathy among students. Our faculties facilitate these conversations with sensitivity and ensure that all voices are heard thereby empowering discussions.

c) Collaborative projects for skill development: As a part of curriculum our students are required to carry out field work, site visits, case studies and study tours together thereby showcasing gender equity.

3.Gender equity & sensitization in co-curricular activities:

a) Mixed-Gender Teams: Encourage the formation of mixed-gender teams in various competitions and events. This not only promotes collaboration and cooperation but also breaks down barriers that can perpetuate gender stereotypes.

b) Leadership Opportunities: our institute has always empowered students to take on leadership roles without any gender biases. Whether it's sports, arts, or any other co-curricular activity, every student

have an equal chance to assume leadership positions, fostering a sense of equality and confidence.

c) Participation in society outreach programs: Our students equally participate in various outreach programs as a part of co-curricular activity benefitting the society.

4.Facilities of women on campus:

In the past 5 years, female student representation has consistently exceeded males. Our college has a well-designed building with well-lit and spacious corridors. Security is prioritized, ensured by CCTV coverage of all areas, including classrooms. While no physically challenged male or female students enrolled in the last 5 years, our institute is fully equipped with accessible barrier free facilities like elevators, disabled toilets, and disposable sanitary napkin unit. A girls' common room, along with committees such as Woman's Grievance Redressal, Anti-Ragging, and Internal Complaint, contribute to a supportive environment.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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: C. Any 2 of the above

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

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:

Response:

Creating an inclusive environment that fosters tolerance, harmony, and awareness of constitutional obligations is a vital endeavour of our educational institution. Such an environment not only reflects the diverse fabric of our society but also nurtures responsible citizens who are well-versed in their rights, duties, and responsibilities. This encompasses efforts that encompass cultural, regional, linguistic, communal, and socioeconomic aspects, as well as sensitization of students and employees to constitutional values.

At Siddheshwar Shikshan Mandal's College of Architecture, Solapur, these initiatives have been a cornerstone of our commitment to holistic education and community integration. We have systematically implemented multifaceted strategies to weave inclusivity and constitutional awareness into the fabric of our institution.

1. Various Days Celebration: Our institute responsibly celebrates every year various days of historical events, national celebrations, and educational observances in our campus. Every time we celebrate these days, we exhibit patriotism, integrity, communal harmony and inclusiveness. Independence Day, Republic Day, University foundation day, Sadbhavana Diwas, Dr Babasaheb Ambedkar Jayanti etc. are celebrated

with great enthusiasm in our institute.

1. Cultural Harmony Celebration: our institute have been organizing cultural events which serves as a platform to celebrate our rich diversity and promote unity through various cultural expressions. Such celebrations not only showcase our unique heritage but also fosters understanding and friendship among all members of our institute.

2. Language and Linguistic Inclusivity: Almost all our students read, write and speak Marathi (as local language), Hindi (as National language) and English (as educational language). Our institute encourages and our faculties are always ready to teach and explain individual student in any out of these 3 languages in which student is able to understand. Our curriculum offers 'Foreign language' as an elective subject where our students get chance to explore language diversity. Our institute encourages communication across linguistic barriers, breaking down stereotypes, and strengthening bonds by promoting accessibility and inclusivity.

3. Community Engagement and Social Responsibility: Service-learning empowers our students to engage with communities, grasp socioeconomic challenges, fostering empathy. It fuels active contribution and outreach like medical camps, voter registration, and education support, embodying our inclusivity pledge.

4. Ethics and Value Education: Our curriculum integrates ethics and value education to in still virtues such as tolerance, empathy, and respect for diversity. This holistic approach ensures that students imbibe these values as they pursue academic excellence.

5. Inclusive Infrastructure: Our campus is designed with inclusivity in mind, featuring lift, accessible washrooms, and other facilities that cater to the needs of individuals with disabilities. This reflects our commitment to creating an environment where everyone can thrive.

In conclusion, our institute Shri Siddheshwar Shikshan Mandal's College of Architecture, Solapur takes great pride in its efforts to establish an inclusive environment that promotes harmony, tolerance, and constitutional awareness. By incorporating cultural, regional, linguistic, communal, and socioeconomic aspects into our initiatives, we strive to nurture responsible citizens who embrace diversity and uphold their constitutional obligations. Through these endeavors, we aim to contribute to a more just, harmonious and inclusive society

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Industry Institute Interaction

Aim:

Our institute came up with the best practice of establishing 'Industry Institute Interaction cell' with the aim to improve the quality of technical education to meet the needs of the industry.

Objectives:

- To make students and faculty aware about recent trends and practices by reducing the gap between the industry expectations and academics.
- To co-relate course curriculum and industry requirements.
- To accelerate employable students by making them ready for the industry requirements.
- To provide institute resource platform to the industry for their benefit.

Activities of 'Industry Institute Interaction cell' (Best Practice Programs)

1. Mou's with Professional organization /bodies and other professional institutions:With the recent developments at Shri Siddheshwar Shikshan Mandal's college of Architecture we aimed at enhancing the educational experience and opportunities for our students. As part of our commitment to providing a well-rounded and industry-relevant education, we have entered into Memoranda of Understanding (MoUs) with several prominent professional organizations and other professional institutions.

2. Participation of faculties in paid and free Quality Improvement programs: Our institution has always been encouraging our faculties to participate in free and paid Quality Improvement programs and so our faculties enthusiastically attend the QIP's and are updated with recent innovations, technology and industry trend which at last is delivered to our students benefitting them.

3. Organizing Seminars, workshops and Guest lectures of the industry experts: Our institute has always been a support hand when we organized Seminars, workshops and Guest lectures of the industry experts. Our students are so always updated with the recent knowledge and skills related to the industry.

Outcome:

- By the end of the course our students develop attitudes to adapt industrial environment, proper practical end

relevant knowledge, skills and competencies in preparation to becoming self-employed.

Best Practice-2

Institution as an aid to Personality Development

Aim:

- Our institute aims to develop and improve success qualities in our students by empowering them to reach their full potential, achieve success and lead fulfilling lives.

Objectives:

- To improve qualities like confidence, leadership abilities, communication skills, emotional intelligence, interpersonal skills, self-awareness and overall personal effectiveness.
- To develop passion and determination among students.
- To inculcate the ability of willingness to change with the times and take on new tasks.
- To encourage students to assume personal responsibility which contribute to their personal development and the advancement of society.
- To establish Students' identities and dispositions change.

Activities on Personality Development (Best Practice Programs)

1. Curricular:

There has been revision in the syllabus of Architecture in Punyashlok Ahilyadevi Holkar Solapur University since 2018 especially with the introduction of NEP. Various subjects that enhance personality development of students are introduced and mentioned as below.

1. **Subject: Seminar** (AR6-08), Third year, Semester-VI is introduced before 2018 in which students prepare the presentations and deliver seminar in the class. The ability to prepare for the seminar and present it in front of the class and faculty develops confidence in student. They also develop their communication skills.
2. **Subject: Architectural Vocabulary** (21 AR1-08), First Year, Semester-I is introduced in 2021. Here students improve their vocabulary to communicate one's design, ideas and details. The presentations given by the students help in their personality development.
3. **Subject: Creative writing** (21 AR2-08), First year, Semester-II is introduced in 2021. Here the students develop methods of exercising an architectural narrative and learn techniques of writing various genres and present them.
4. **Subject: Architectural Journalism** (21 AR5-10), Third year, Semester-V is introduced in 2021. This subject allows student to argue and debate as a technique in the investigation of social problems; evidence, proof, refutation, persuasion. Here students are trained in argumentative speaking. Here student's personal identity and disposition change gets established in their personality development.

2. Extra-Curricular:

1. **Establishment of various clubs at institute level:** With the aim to bring change in the personality development, our institute established various clubs in 2022-2023 viz. Heritage club, Music club, Photography club, Sketching club, Drama club, Reader club and Film club. Each club has got Student office bearers. Here students efficiently organize, manage, participate and conduct activities of the club.
2. **Speeches and Anchoring:** Our students confidently exhibit their personality with confidence, posture and vocabulary by anchoring in various events and activities organized by our institution like Cultural event, introduction of guest speakers of seminars, workshops and guest lectures, Days celebration, etc.
3. **Participation in personality development programs:** Our students participate in seminars and guest lectures organized by our institute for personality development.
4. **Participation in Quiz and Competitions:** Our institute encourages active participation in various quizzes and competitions, aimed at nurturing and enhancing the personal development of our students. Through these engagements, our students are not just gaining knowledge in their respective fields, but also refining their interpersonal skills and boosting their self-assurance. The challenges posed by these competitions encourage creative problem-solving and quick thinking, contributing significantly to their overall personality development.
5. **Participation in Sports:** Our institute understands profound impact of sports participation on personal development within our college community. we recognize that education goes beyond textbooks and lectures. Engaging in sports at the college level plays a pivotal role in shaping well-rounded individuals. Through sports our students develop crucial attributes such as teamwork, discipline, leadership, resilience, and effective time management skills that are vital not only in academics but also in all facets of life developing their personality.

Outcome:

- By the end of their graduation our students are developed with success qualities and overall personality enhancement. They are confident, disciplined, smart, skilled, passionate, determined and ready to be liked and accepted by the society.

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:

Response:

Institutional distinctiveness

Holistic Development

This is one of the most distinctive features of our institution which focuses keenly on the holistic development for outcome-based education for students and provides them with every opportunity and resource to facilitate their holistic development.

a) Curricular Perspective

1.Aim:

- Our institution aims to offer high-quality academic programs in various domains of Architecture through well planned and effective teaching learning activities blended with latest pedagogy approaches.

2.Objectives:

- To acquire the knowledge and skills students need for exceling in the field through better curriculum, experienced faculty and state-of-the-art facilities.
- To enable students to acquire the knowledge and skills that go beyond the traditional classroom experience.
- To become work ready and successful in today's global marketplace.

3.Initiatives taken by the institution:

- 1.By exposing our students throughout their educational program by providing them with mentors, counsellor, industry experts, professionals and innovators.
- 2.The students are facilitated to work on relevant problems related to society,industry by encouraging them to participate in projects organized by various organizations.
- 3.Our students are enabled to gain practical knowledge and experience through field work, site visits, case studies, study tours and internships.
- 4.Organizing hands-on training for students on latest technology adopted by the industry.
- 5.Organizing model based academic exhibition at institute level for greater exposure.

4.Outcome:

- By the end of their graduation, we are proud to say that our students are ready for the current market challenges and ready to cope up with the professional difficulties in the industry.

b) Non-Curricular Perspective

1.Aim:

- Our institution aims to create platforms to develop physical, social and cultural skills, along with the student’s academic abilities.

2.Objectives:

- To make students realize importance of social skills and to inculcate social skills in them which will help them to develop physically, socially and culturally.
- To develop communication, teamwork, and leadership skills that are essential for success in any field.

3.Initiatives taken by the institution:

- 1.By organizing activities which include community service projects, volunteer work and social awareness campaigns. The institution undertakes activities of spreading social awareness and students participate about various burning topics such as women health, Swatch Bharat, tree plantation etc. While doing so, students become aware of the societal issues and think of possible solutions to it.
- 2.**Physical development:** our institute promotes physical activities for physical fitness, team spirit, confidence, decision making, mental strength, etc. of the students. Each year, the institute organizes annual sports events and cultural event in which boys and girls participate and show their sportsman spirit and team-building abilities.
- 3.**Emotional development: Our institute have initiated** mentor-mentee system where students can discuss their academics and personal problems with the Mentor. Recently we have arranged for a professional counsellor who helps the students in need.

4.Outcome:

By the end of their graduation our students learn the value of giving back to society, develop empathy and compassion for others, and gain a deeper understanding of the social issues facing their community. They also develop communication, teamwork, and leadership skills that are essential for success in any field.

Conclusion:

We proudly state that our institute is sincerely committed to holistic development of our students. We provide quality education by engaging experienced faculty and state-of-the-art facilities. Our support to the students in the realm of Curricular and Non-curricular activities make our students ready for market, spiritually inspired and able professionals by shaping them to develop empathy and compassion for others, and gain a deeper understanding of the social issues facing their community. They emerge as a better decision maker leaving their footprints wherever they excel.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institute has following awards and recognitions.

1. Lokmat In Appreciation for your valuable support to **UNICEF ACADEMY (UPSC/MPSC) Lokmat Education Fair 2019** brought to you by Goa & Maharashtra's No. 1 Daily
2. Shri Chatrapati Shivaji Maharaj Sarvopchar Rughalay, Solapur October Mas-2019 Raktapedhi Vikrutishastra Vibhag, Dr. Vaishanpayan Smruti Shaskiy, Vaidyakiy Mahavidyalay, Solapur. **Blood Donation Participation** (Sanmanchinh)
3. Council of Architecture National Awards for **“Excellence in Architectural Thesis”** 2010 – Shri Siddheshwar Shikshan Mandal's College of Architecture, Solapur Co-ordinating Institute Zone 3 (**National Institute for Advanced Studies in Architecture, Pune**)
4. Zilla Sainik Kalyan Nidhi Appreciation Letter for collection of ???????? (**Flag Donation**)
5. More than 15 MOUs with various Firms and Organization.

Concluding Remarks :

Shri . Siddheshwar Shikshan Mandals College of Architecture is, one of the pioneering self-Financed Architecture Institute of Solapur District is marching ahead with its vision of producing globally competent architects imbued with professional, ethical and social values.

Institute started with only UG programme, is today offering 3 Years Diploma Course as well , indicating its desire to grow vertically. It strives to achieve excellence by developing healthy relation with all stakeholders to enrich teaching-learning process for producing employable Architects .

Campus is vibrant with lot of all around activities throughout the year supported by professional bodies like IIA, INTACH, student associations and various cells such as Entrepreneurship development cell.

We have been keeping pace with the changing time by adopting blended teaching learning and expanding our knowledge base. This is due to proactive faculty members with a proper blend of young & experienced. Today faculty are upgrading their knowledge base through qualification upgradation. We have been successful in maintaining gender diversity while simultaneously maintaining heterogeneous culture of the institute.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>11</td> <td>30</td> <td>26</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>11</td> <td>31</td> <td>27</td> <td>27</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>33</td> <td>33</td> <td>33</td> <td>30</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14	11	30	26	27	2022-23	2021-22	2020-21	2019-20	2018-19	14	11	31	27	27	2022-23	2021-22	2020-21	2019-20	2018-19	30	30	30	30	30	2022-23	2021-22	2020-21	2019-20	2018-19	33	33	33	33	30
2022-23	2021-22	2020-21	2019-20	2018-19																																					
14	11	30	26	27																																					
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30	30	30	30	30																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
33	33	33	33	30																																					
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>3</td> <td>12</td> <td>14</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>10</td> <td>13</td> <td>9</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p>	2022-23	2021-22	2020-21	2019-20	2018-19	10	3	12	14	12	2022-23	2021-22	2020-21	2019-20	2018-19	4	1	10	13	9																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
10	3	12	14	12																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
4	1	10	13	9																																					

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	15	14	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	15	14	12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	07	06	05

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, teachers with the NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years are not found, thus based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	26	20	24	29

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	7	3	7	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	3	3	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

0	0	0	0	0
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	2	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary

year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.01	14.05	2.63	7.06	5.80

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.1	10.18	0.51	5.5	4.34

Remark : As per clarification received from HEI, Expenditure for infrastructure development and augmentation, only to be considered, thus DVV input is recommended.

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

Answer before DVV Verification : 53

Answer after DVV Verification: 40

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36.25	37.17	40.22	41.64	39.29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.03	0.36	0.49	0.43	0.79

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
71	81	86	64	57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
71	81	86	62	57

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	41	48	41	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	30	48	39	19

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	26	28	23	19

Answer After DVV Verification :

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

03	16	14	12	7
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5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	26	28	23	31

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
19	17	09	10	12

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that inter college certificates could not be considered so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	2	4	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	3	3	4

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	5	4	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	4	1	4

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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: C. Any 2 of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	121	141	124	135

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
101	121	141	124	135

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

Answer before DVV Verification : 21

Answer after DVV Verification : 20

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	13	13	10

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	10

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36.25	37.17	40.22	41.64	39.29

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38.03	42.05	21.37	41.82	39.27