



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **BMS SCHOOL OF ARCHITECTURE**

BMS SCHOOL OF ARCHITECTURE, BMSITM CAMPUS, AVALAHALLI,  
DODDABALLAPUR MAIN ROAD, YELAHANKA, BENGALURU - 560064  
560064

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The BMS Educational Trust (BMSET) is the first in the country to establish a private engineering college in 1946 and continued its legacy by establishing ten more technical and nontechnical institutions.

The history of BMS institutions dates back to the year 1946. With a stated Vision, **“Promoting prosperity of mankind by augmenting human resource capital through quality education and training”** Late Sri. B. M. Sreenivasaiah, philanthropist and visionary, realized the importance of Technical education in the country and was conferred the title 'Dharma Prakasha Raja Karya Prasaktha' by the Maharaja of Mysore for his yeoman service in the education sector. BMS College of Engineering, which he started in the year 1946, has the distinction of being the first private engineering college in the country. After the demise of Sri B. M. Sreenivasaiah, his son Sri. B. S. Narayan, a dynamic and enterprising personality, developed BMS College of Engineering into one of the finest engineering colleges. In addition, he established many other institutions under BMSET.

The affairs of the BMS Institutions are now effectively managed by The Council of Trustees appointed by Dr. B. S. Ragini Narayan, wife of Late Sri B. S. Narayan, who is the Donor Trustee & Chairperson of BMS Educational Trust.

The BMSET made a lateral move in starting **BMS SCHOOL OF ARCHITECTURE (BMSSA) an independent School of Architecture in 2010**. BMSSA is the **EIGHTH** institution under the BMSET, affiliated to the Visvesvaraya Technological University, Belagavi and approved by Council of Architecture (COA), New Delhi. The school offers Graduate (B.Arch) and Post Graduate (M.Arch in Urban Design) in Architecture programs and also established its Research center for Ph.D. Program.

Located in amidst a green campus in Yelahanka, Bengaluru, the school is distinguished by its unique learning environment with dedicated Faculty & Staff members, state of art infrastructure, eminent and identified learning resources, industry tie-ups, study tours and productive collaborations. A distinctive component of the school are its workshops and guest lectures through which the students are allowed to dabble with different parameters in design and update themselves on the current affairs in the world of architecture.

### Vision

- **The vision of the school is to build a world-class research and educational institution where knowledge is power, encouraging innovations and providing services for sustainable built environment and architecture.**
- **The institute emphasizes architectural education as a concept, founded by intellectual endeavor, taught as a critical, creative pursuit.**
- **The school is committed to producing thinkers and skilled professionals who are well versed in the contemporary techniques and knowledge of the discipline.**
- **The school pledges to instil humanist ideas and societal values in the future generation architects.**

Under the able guidance of esteemed members of the Board of Governors, BMS School of Architecture has

been established as one of the prestigious architectural schools of Karnataka in a short span of time by incorporating strategies inspired by the vision of the School. BMSSA alumni are now part of established national and international architectural practices, or running successful entrepreneurial practices of their own. Many of BMSSA alumni are pursuing higher education degrees from the elite international educational institutes. By encouraging research through separate budgetary allocation, many faculty members have engaged in professional development through participation in FDPs, conferences and workshops and publishing papers in their respective streams. For an environment-friendly campus, various initiatives have been taken like reduction of waste generation. Through 'Marurupa'- the act of reuse, generated waste is channelized and segregated for reuse. Collected waste is then creatively transformed into utilitarian and decorative products through the 'Centre for Reuse'. At BMSSA, the students, staff and faculty both practice and also promote sustainable measures through various events.

## **Mission**

**MISSION: BMS School of Architecture is dedicated to educating future generations to be ethical professionals, creative designers and informed citizens.**

The School organizes workshops and guest lectures that help students explore different parameters in design, informing them of current trends in industry and research. The National and International study tours help students develop an appreciation for the architectural wonders of the world and a chance to experience different cultures and contexts. These measures ensure that the student become informed professionals once they graduate. The school has well deployed policies and has constituted committees/cells to impart good values, ethics & skills required to foster strong ethics and social responsibility. Adhering to the UGC guidelines, BMSSA has constituted student centric cells such as Anti-ragging Committee, Grievance Cell, Prevention of Sexual Harassment Committee, Gender Champions Cell etc. BMSSA takes its institutional responsibility towards the society seriously and conducts various community extension activities and ISR projects. Students volunteer for such events enthusiastically and the School hopes to imbibe human values and ethics in all the stakeholders by continuing to give utmost priority to such initiatives.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **The Legacy of BMS Educational Trust**

B.M.S. College of Engineering (BMSCE) was founded in the year 1946 by Late Sri. B. M. Sreenivasaiah was the first private sector initiative in engineering education in India. All institutes under BMS Educational Trust are blessed with the goodwill that comes with this glorious legacy.

#### **State-of-the-art Infrastructure**

With the support of BMSET, the school has established infrastructure of the highest standards and continuously upgrades its existing infrastructure to meet the continuously growing needs of the academic system through Strategic Plans, formulated by the Board of Governors. The built-up space has been steadily upgraded from about 800 sq. m. in 2010-11 to about 6474 sq. m. in 2019-20. The Library resources, IT resources and other supporting infrastructure has periodically been augmented to meet standards.

### **Eco-friendly Campus**

The school is known for its green campus for which we were awarded the B.T. Lakshman Rolling Cup and Best Ornamental Garden-2019 for two consecutive years (2018 & 2019) presented by Mysore Horticulture Society, Lalbagh, Bengaluru.

### **Qualified and Dedicated Staff**

Faculty at BMSSA are alumni of reputed Institutes like IIT, IISC, SPA, CEPT etc. They are committed to improving the standards of education by exploring new methods of instruction.

### **Student Internships**

BMSSA students have interned in various national and international architectural firms and have helped develop reputation of the School and improved institute-industry linkages.

### **Extension Activities**

Many activities like government school cleaning & painting, restoration of lakes, restoration of old railway stations, donation collection & relief measures etc. were organized and appreciated by the local community.

### **Sustainable practices**

Sustainable practices followed such as waste management, green campus, rainwater harvesting, reuse of segregated waste through 'centre for reuse' has been successfully implemented for many years.

### **Holistic Development**

BMSSA gives importance to holistic development of students which is monitored through proctor system, 1:10 mentorship for design subjects etc. Workshops, guest lectures, industry visits, expert interactions study tours ensure increased exposure, over and above classroom training.

### **Smart Governance**

E-governance has facilitated online attendance, marks, proctoring and seamless communication about important notices etc. taking a step towards paperless administration.

### **Institutional Weakness**

#### **Lack of External Funds and Financial Support**

The School is operated solely through BMSET funds and receives no government financial support. There has been no grant from any external agency, government or private, for research, academics or community initiatives.

#### **Limited Number of Research Publications**

While many of the faculty members are enrolled in doctoral programs, very few have post-doctoral experience. The research scholars enrolled in the BMSSA research center are also part-time scholars. These conditions are partly responsible for the limited number of good quality research publications credited to the School.

### **Restrictive Curriculum Mandates**

The School being an affiliated Institute and not an autonomous one, there are restrictions with how much liberty the faculty can take with respect to curricular aspects. Any suggestions and recommendations received from stakeholders are incorporated only through value-addition programs in addition to the prescribed syllabus. Revision to the syllabus can only be recommended to the University.

### **Nascent Consultancy Cell**

While industry collaboration has always been an area of focus, the consultancy cell in the School is still in its nascent stage. As an institute offering a professional-degree program, consultancy projects need immediate focus.

### **Institutional Opportunity**

#### **Strong Alumni Network**

With five graduating batches, BMSSA ALUMNI network is already a strong one. Our graduates have made us proud in their respective career paths. Many have established entrepreneurial practices while others are gainfully employed in various national and international architectural firms of repute. Many are also engaged in various social service activities, parallel to professional practice. Our alumni provide additional opportunities for industry linkages and community extension activities.

### **Research Centre**

While BMSSA is a young school with an even younger research center, the faculty members are enthused about research and actively seek guidance for professional development. To inculcate a culture of research and innovation, the senior faculty with postdoctoral experience may help apply for research grants from agencies like SERB, DST, VGST, STEMM etc. With encouragement from the Management, BMSSA also plans to introduce Short-term Fellowships for internationally renowned academics to conduct workshops and also faculty and student exchange programs with institutes of repute, making use of our state-of-the-art infrastructure.

### **Professional Development Initiatives**

Dedicated faculty and staff have worked tirelessly in establishing BMSSA as an architecture institute of repute. As the institute grows and more initiatives are undertaken, the existing faculty and staff could be groomed into leadership positions to ensure a smooth transition to a multi-departmental BMSSA with integrated research center and strong international programs.

### **Institutional Challenge**

## **High-End Research Labs**

It is important for all educational institutions, even one offering a program for a professional-degree, to have strong research focus. To that end, high-end research labs need to be established with grant-in-aid from government and other external agencies. BMSSA management team realizes the importance of such initiatives to maintain its status as an institute of repute.

## **Full-time Research Personnel**

To establish a world-class research center, BMSSA aims to undertake more number of research projects under distinct research verticals. To facilitate the same, in near future, full-time research assistants and full-time research scholars would need to be employed.

## **Global Ranking and International Admissions**

The recent policy changes with regard to education in India requires all institutes to reconsider their relative position with respect to their international peers via global ranking systems. While the School has been operating with the vision to create a world-class institute, certain systems may need scrutiny and revision to make the School at par with global standards and encourage international admissions in near future.

## **Curriculum Mandates**

While international programs in prestigious institutes update their curricula periodically to incorporate recent innovations, research and industry requirements, the trend in India is for a more cautious approach. Being an affiliated institute and subject to University mandates, there are limitations in place with respect to quick revision of curricular aspects and incorporation of skillsets.

## **Placement**

To keep up with industry standards and improve employability of the graduates, the School aims to revisit its entrepreneurial skill-development initiatives and placement guidelines and put in place multiple strategies to improve on-campus placement. While multiple career options are open to architecture graduates, the School needs to equip the students to better identify the right fit of their choice of career, suggest relevant skill-augmentation and utilize industry linkages to place right candidates in suitable positions.

# **1.3 CRITERIA WISE SUMMARY**

## **Curricular Aspects**

BMS School of Architecture (BMSSA), affiliated to Visvesvaraya Technological University (VTU), Belagavi, has well planned processes in place to execute both Undergraduate and Postgraduate curricula, through careful planning and strict adherence to the VTU Academic Calendar. BMSSA ensures effective curriculum delivery and implementation by meticulously conducting Continuous Internal Evaluation (CIE) as mandated by VTU.

The faculty of the Institute participate in curriculum development of the University and its evaluation system by

invited participation in Board of Studies (BOS), Board of Examination (BOE) and for question paper setting. The University curriculum prescribes a Choice-based Credit System (CBCS) according to which both the B.Arch and M.Arch programs offer respective elective courses.

The Institute involves different stakeholders such as students, faculty, alumni and prospective employers and collates their inputs on course content. The peer-feedback identified through this process are relayed back to the University to contribute to a holistic system of curriculum development. In alignment with this approach, the Institute offers various Add-on courses, Certificate Programs, Workshops and Seminars as well.

BMSSA inculcates professional ethics, gender sensitization, environmental issues and human values through a multi-pronged approach. Besides community-extension activities and ISR initiatives, the add-on courses and certificate programs are also designed keeping these values in consideration. The evaluation system integrates exercises that incorporate these values as part of the collective learning experience while providing students a platform to have necessary dialogues. Additionally, student internships expose students to current practices, innovations in technology and processes in the industry.

### **Teaching-learning and Evaluation**

The student admission process at BMSSA ensures complete transparency, complying with the rules and regulations issued by the VTU and the Council of Architecture (CoA). The office maintains an updated database of all the students that are admitted in every academic year.

The institute demography consists of a diverse mix of students and faculty from various regions of the country, which brings a unique mix of experience and expertise. This makes the School a platform for exchange of ideas that nurtures young minds. The Institute has invested on the latest Information and Communication Technology (ICT) systems, enabling uninterrupted learning experience for all the students, even throughout the pandemic. The Institute continues to work towards providing students and staff complete support through a large repository of digital resources.

The Institute strictly adheres to the academic calendar which is issued to faculty and students at the beginning of the semester. The evaluation process is transparent where every student is regularly informed about their performance and the evaluation process. Guidance and mentoring is provided throughout the academic year, creating an environment of learning where the student is encouraged to explore their interests and share any difficulties that they may be facing. The college has also set up grievance redressal cells to provide support to students. All these efforts by the Institute ensure an engaged and productive journey for the students in their pursuit of quality education. Students are equipped in an all-encompassing manner to step into the professional world.

A distinctive component of the School are the workshops, guest lectures, national and international study tours that are conducted to allow students to explore different parameters in design and develop sensitivity to different cultures and contexts. They also participate in events and student fests, both inside and outside the campus.

### **Research, Innovations and Extension**

Being a recognized VTU Research Centre, BMSSA offers a Doctoral program and has several research scholars

enrolled. The School provides a comprehensive framework for faculty and students to engage in research work at various levels. Few in-house research and documentation projects are funded by the Institute. Faculty members have secured research grants from external agencies, both national and international. They have also published their research work in various reputed journals. Research and innovation in the School is aided by excellent infrastructural support in the form of a well-equipped library, journal subscriptions, collaborations with various bodies to access external library resources, well-equipped computer lab, licensed softwares catering to different areas of research etc. Workshops pertaining to Intellectual Property (IP) rights have also been conducted here. BMSSA has set up an Innovation Hub, which is a well-equipped carpentry workshop and also a GIS lab. Research is encouraged by separate budgetary allocation to promote faculty participation in FDPs, conferences and workshops. The research project, 'Green Wind Farm Project' under Saint-Gobain Scholarship program fetched a one lakh rupees grant to one of the students during 2018-19. This project was successfully completed and the prototype is installed in the institute.

Industry experts and professionals have been providing valuable inputs, in various capacities, to students, preparing them to thrive in the industry. Collaborations and MOU-s with various organizations ensure constant peer feedback along with a wide range of exposure and training.

The School has undertaken initiatives to foster an environment of social responsibility among all the stakeholders which in turn ensure holistic development of the students, inculcating moral values and ethics. To sensitize students towards national integration, communal harmony, social responsibility, and gender sensitization issues, various activities under NSS, NCC and other collaborating organizations are planned on a regular basis.

### **Infrastructure and Learning Resources**

BMSSA is located in Yelahanka, in North Bangalore, on 2.5 acres of land, within the BMSIT&M campus - a sister concern of BMSET. The Institute has an adequate number of studios, classrooms, sports facilities, staff rooms, meeting/conference halls and board-rooms, which are equipped with required office furniture. The library, classrooms and administrative areas are connected with ICT facilities like overhead projectors, Wi-Fi and computers with necessary software.

To ensure universal access, the Institute has ramps, lifts and restrooms designed for the differently-abled. BMSSA has an air-conditioned and acoustically-treated auditorium with a seating capacity of 250 and a high-resolution projection system. Boys' and girls' common rooms are provided in the building along with RO drinking-water facility. Additionally, the School has necessary laboratory equipment for survey and environmental/climatology studies. The Computer Lab has a student to system ratio of 5:1. There are dedicated systems provided for GIS-training. The library has a vast repository of both digital and physical copies of books, journals, magazines, reports and records which range beyond the curriculum to provide students and staff with adequate learning resources.

Institute shares common facilities like the Student Hostel, Sports infrastructure, Canteen, first-aid-cum-sick room and round-the-clock ambulance facilities with the BMSIT&M campus. Security personnel are posted at various points in the campus along with complete CCTV surveillance. Transportation is provided for both staff and students with comprehensive bus-route coverage. With well framed policies in place the maintenance and upkeep of infrastructural facilities of the campus is taken care by the Building Section. The Institute ensures optimal budgetary allocation for maintenance, upkeep of infrastructure and procurement of equipment, furniture to meet the needs of the students.



## **Student Support and Progression**

The Institute believes in holistic development of students and provides them with a variety of opportunities to participate in co-curricular and extra-curricular activities. They are counselled to overcome personal difficulties and to inculcate a sense of social responsibility and environmental consciousness. Financial assistance is provided through fees-concession, government and institutional scholarships, etc.

BMSSA has an efficient system for student support and mentoring. Proctors are appointed to provide academic, career and social counselling to the students in coordination with various committees like Anti Ragging, Prevention of Sexual Harassment (POSH) and Disciplinary Action Committee (DAC).

To equip students to get admission to prestigious institutes of higher education for Postgraduate degrees and for gainful employment, BMSSA organizes various skill-development programs and provides guidance to prepare students for competitive examinations. The Placement Cell organizes events and activities for the same, maintaining active industry collaborations.

The Institute has facilities for both sports and cultural activities including a 250-seater auditorium with high-resolution projection and acoustic treatment. Numerous events are organized throughout the year and students have shown notable achievements at various levels. Events oriented towards social-responsiveness, national integrity, celebrating cultural diversity and environment consciousness are organised by NSS, NCC and other collaborating organizations. Students are at the center of such initiatives so that they develop a holistic worldview. BMSSA has an active Alumni association and encourages the Alumni to engage with the School and support academic programs, research projects, off-campus events of the School including expansion of its facilities and financial aid to students.

## **Governance, Leadership and Management**

The college operates under one of the oldest and most respected educational trusts of Karnataka- BMSET. The Management is supportive in all the endeavors of the Institute. The Institute has a Board of Governors comprising of Management members, university representatives, the head of the Institute and senior faculty. While policy decisions are taken at the Management board meetings, all significant decisions regarding Institute-functioning are taken at the quarterly Board of Governors meetings. Stringent financial discipline is maintained through regular internal auditors of the Trust as well as external auditors. The management has introduced many social security schemes to staff such as Provident Fund, Gratuity, Maternity Benefit, etc.

The strategic plan of the college has been developed with the approach of participative management involving all the stakeholders through focused group discussions at the institutional level. The plan is developed with an aim at achieving excellence by optimum utilization of resources. The Management conducts regular review of compliance to strategic plans (both Long Term Goals and Short Term Goals). The Director initiates the ideas in the staff meetings and decentralizes activities of the college under various committees. Leadership is promoted among staff and students by involving them in various committees and suggestions of both students and staff are considered during the implementation process. These committees also play a very important role in analyzing feedbacks of various stakeholders to ensure smooth and effective operation. The Institute believes in optimum utilization of resources and empowering stakeholders to create an environment that fosters collective development.

## **Institutional Values and Best Practices**

BMSSA believes in fostering an inclusive, safe and socially responsible environment. This is achieved through a dedicated Prevention of Sexual Harassment (POSH) cell and other grievance-handling committees. Promoting social awareness amidst the students is an important objective of the school. It conducts events to sensitize students to national integrity, human values, gender equality and professional ethics, among others. Nationally important days such as Independence Day, Rashtriya Ekta Diwas and regionally significant days such as Karnataka Rajyotsava are commemorated with special celebratory events. Special programs are organized to celebrate our cultural diversity on Dussehra, Holi, Onam, Christmas etc. to celebrate cultural diversity within the campus. Apart from this, students are encouraged to engage themselves in social causes through clubs such as the 'Center for Reuse' and volunteering for cleaning drives, etc. These activities imprint on students, the importance of a socially inclusive and collective identity.

In the spirit of learning through sharing, the Faculty Forum, an inter-faculty showcase of expertise and idea-sharing, promotes excellence in teaching and research. The interactions help in nurturing one's technological and creative strengths as ethical professionals, creative designers and informed citizens.

For an environment-friendly campus, various initiatives are taken like reduction of waste generation and utilisation of waste for utilitarian products intended towards the regular needs of the college and aestheticization of the Institute ambience. In addition to this, the use of solar light for optimum utilisation of natural resources, is also practiced along with using treated water from the in-house sewage treatment plant for gardening purposes.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BMS SCHOOL OF ARCHITECTURE
Address	BMS SCHOOL OF ARCHITECTURE, BMSITM CAMPUS, AVALAHALLI, DODDABALLAPUR MAIN ROAD, YELAHANKA, BENGALURU - 560064
City	Bengaluru
State	Karnataka
Pin	560064
Website	<a href="https://www.bmssa.ac.in/Right-to-Information.php">https://www.bmssa.ac.in/Right-to-Information.php</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Shaila Bantanur	080-29720032	6364162123	080-	director@bmssa.ac.in
IQAC / CIQA coordinator	Shashank Chakradeo	080-	8605399021	-	iqac@bmssa.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

Date of establishment of the college	01-01-2010
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**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Karnataka	Visvesvaraya Technological University	<a href="#">View Document</a>

**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	<a href="#">View Document</a>	15-07-2020	12	Provided the date based on the approval letter received from CoA

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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**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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	BMS SCHOOL OF ARCHITECTURE, BMSITM CAMPUS, AVALAHALLI, DODDABALLAPUR MAIN ROAD, YELAHANKA, BENGALURU - 560064	Urban	2.5	8505

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BArch,Architecture	60	PUC	English	120	119
PG	MArch,Architecture	24	B.Arch	English	20	16

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				11				30			
Recruited	2	2	0	4	5	6	0	11	14	16	0	30
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				13				30			
Recruited	3	3	0	6	7	6	0	13	15	15	0	30
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				10
Recruited	6	4	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	6	9	0	15
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	4	1	0	6
Ph.D.	0	2	0	2	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	1	0	3	6	0	10	13	0	35
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		6	4	0

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	32	17	0	0	49
	Female	52	18	0	0	70
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	2	3
	Female	1	2	4	5
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	1	0	2	1
	Others	0	0	0	0
OBC	Male	4	6	6	15
	Female	9	9	6	11
	Others	0	0	0	0
General	Male	44	44	28	45
	Female	57	63	59	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		116	127	107	134

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
87	87	84	76	63
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	2	1

### 2 Students

#### 2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
568	543	498	487	410
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
70	70	70	70	60

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.3

#### Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
120	94	88	58	62

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

#### Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
43	25	27	31	15

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

#### Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
47	47	47	40	32

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 18**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
588.54	572.4	629	575.83	539.96

**4.3**

**Number of Computers**

**Response: 93**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

BMS School of Architecture (BMSSA) is recognized by Council of Architecture (CoA), New Delhi and is affiliated to Visvesvaraya Technological University (VTU), Belagavi. The Institute adheres to the prescribed curriculum and academic schedule prescribed by VTU & COA norms. The objectives and learning outcomes are defined by VTU. Apart from it Institutional Vision & Mission are also comprehensively stated to enhance the learning environment. The objective of developing a robust implementation mechanism which is well planned, for curriculum delivery to ensure a holistic learning environment for students.

The school formulates an in-house Academic Calendar (every semester) ensuring a structured curriculum delivery for each semester. Lesson plans are prepared in detail as per the syllabus incorporating the recommended hours which is in lieu with the semester time-table. The Academic calendar includes the schedule for various events, internal evaluation. Educational tours, graduation programs and other such events scheduled regularly to benefit the learning process. To keep all the stake-holders well versed with the process, the Institute also delineates a schedule for regular Parent - Teacher meetings. In addition to this, various events such as add-on courses, certificate programmes and other co-curricular events that complement the curriculum are also held every semester. At the end of every semester, for each subject, an Academic Audit is conducted to probe the efficacy of the teaching methodology, inspecting all the parameters of the evaluation process. As per the academic schedule, three internal assessments and VTU external examinations take place systematically under the supervision of the designated exam coordinator, faculty members and university nominated members respectively every semester.

The Institute encourages the faculty members to attend Faculty Development Programs (FDPs) , conferences and seminars (in-house or outside) to enhance their knowledge and skill. In the Faculty-Forum, interaction and sharing of the knowledge with presentations regularly take place at BMSSA. This encourages peer-learning and group discussion contributing towards the overall development of the faculty. This enables the faculty to stay abreast of the latest developments in their fields and thus guide students to the best of their capabilities.

Curriculum review and enhancement is done regularly to keep in pace with developments in respective fields and meet the requirements of academia, industry/profession and society. The Director and the faculty members of the Institute participate actively in the renewal of syllabus, periodically, taking suggestions from various stakeholders such as alumni, parents and experts from the Industry. Feedback mechanisms have been put in place to make sure that the curriculum is deployed to effectively benefit the students. The issues that come in such a feedback process are relayed back to the University.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

In the beginning of the academic session the students are made aware of the University and Institute Academic calendar. The same is uploaded on the institutional students' portal and displayed on notice boards placed at strategic locations.

The academic calendar includes curricular, co-curricular and extracurricular activities. This calendar also sets out the dates for Parents Teachers Meetings (PTM) which are conducted once in every semester and all academic & non-academic issues are updated to the parent/guardian. The activities planned throughout the calendar range from national seminars, pedagogical lectures, guest lectures, workshops, add-on course, certificate programmes, batch-wise site visits and case study visits to Faculty Forum presentations, Faculty Development Programmes (FDP), Institutional Social Responsibility (ISR) activities, national and international educational tours. The institute schedules students annual event activities such as co-curricular events, symposiums, conferences, seminars and lecture series, also any announcements related to Holidays.

BMS School of Architecture (BMSSA) strictly adheres to the Academic Calendar as prescribed by the Visvesvaraya Technological University (VTU) for the conduct of Continuous Internal Evaluation (CIE). The Institute maintains a transparent evaluation system following a standard procedure to develop and execute the academic plans according to a comprehensive Institute Academic calendar developed internally. The Director of BMSSA prepares the Institute Academic calendar as per the university guidelines in consultation with all the faculty members. This is further discussed and deliberated upon considering all the cultural and co-curricular events. This is then ratified by the Board of Governors during the BOG meetings. Each faculty prepares Lesson plans and Scheme of Evaluation for all the subjects in accordance with the academic calendar. These include Internal Assessments, Assignments and additional internal assessment tools such as Reviews, Viva, MCQ, Quizzes etc.

The VTU prescribes the commencement dates of the semester along with the last working day of the semester. Additionally, it provides the Practical, Theory and Viva Voce Evaluation Dates. The University decides the timeline related to the Summer Project/Professional Training and the commencement of the progressive semester. In compliance with the VTU norms and semester schedules, the Institute Academic calendar is prepared which includes schedule of all Internal Assessments, Internal Assessment marks announcements, online attendance. It also delineates the schedule for Term work Submission and Internal Juries, tentative period for theory and Viva Voce external examination, thus concluding the semester.

As part of the Continuous Internal Evaluation process, the institution has standard methodology in place to evaluate the Studio courses, Theory courses & Elective courses separately. Under the UG and PG programme, the courses are categorised as core courses, support courses and humanities, Based on these categories, the scheme of evaluation and weightage of marks for each course is delineated. The system details out the modules to be considered for each internal assessment and the weightage to be considered and a detailed schedule is prepared and approved by the Director. The same is shared with the students in

the beginning of the semester to maintain transparency in the process of Continuous Internal Evaluation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 100

**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

**Response:** 2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

**Response: 53****1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
8	15	13	8	9

**File Description****Document**

List of Add on /Certificate programs

[View Document](#)

Brochure or any other document relating to Add on /Certificate programs

[View Document](#)**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response: 85.08****1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
483	462	424	414	349

**File Description****Document**

Details of the students enrolled in Subjects related to certificate/Add-on programs

[View Document](#)

Any additional information

[View Document](#)**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

Courses relevant to Gender sensitivity, Human Values and Community Outreach are integrated in all programmes. Environment and sustainability courses are compulsory in Undergraduate and Postgraduate programmes.



**Gender Sensitivity:**

As part of the subjects in the given curriculum, various exercises and discussions focus on, and consider contemporary social and gender issues. Contemporary theories of Urbanism and Architecture course for M.Arch students has a module on gender spaces where the discourse revolves on sensitising students on gender spaces in urban scenarios. Sociology and Building Economics course for B.Arch students deals with exercises to sensitise students on gender issues.

The Faculty Development programme on 'Moral Capabilities' was conducted at BMSSA to sensitize the faculty towards student needs and sensibilities.

The School also has constituted the following committees for conducting awareness programs, like Prevention of Sexual Harassment (POSH) Committee, Anti-Ragging Committee. All the above committees are active and conduct periodical meetings.

**Environment and Sustainability:**

'Repair Cafe' event was conducted with students and teachers, under the guidance of Ar. Himadri Das. Ar. Neelam Manjunath has conducted activities on bamboo works to demonstrate aspects of sustainable building.

Various guest lectures by Natasha Iype, Chitra Vishwanath, Ashwin Mahesh, Durga Jagadish, etc. were organized by the School with respect to Vernacular Architecture, Green Building, Sustainable practices, Social and Climate Responsive Architecture to encourage students to think and develop new models for a better living.

The institution takes active part in the 'Swachh Bharat Abhiyan'. The students have been involved in cleaning operations in nearby railway stations and schools and improved the ambience through colourful paintings on walls.

All chief guests, visitors, eminent practitioners, etc. who come to BMSSA are offered plant saplings to promote environmental awareness. The students took the initiative to form informal clubs and participated in activities like tree planting along the portion of the highway opposite to the campus.

The campus has been conferred with the "Best Ornamental Garden" Award by Mysuru Horticultural Society, Lalbagh Bengaluru. Campus cleanliness is ensured through hired housekeeping staff, efficient waste disposal systems and sensitizing students towards hygiene issues.

The School has replaced all the leather folders used for official purposes to jute, replaced all the conventional lights to LED lights to promote the green initiative.

**Human Values**

Architectural Design III and IV courses focus on community-oriented design thereby human values are addressed. Sociology course has one separate module on community which focuses on human values. The Constitution Law course makes students aware of human rights issues & constitutional rights.

Anti-ragging Committee, Women's Cell, Prevention of Sexual Harassment cell etc. strive to create awareness among students regarding human rights and safety. NSS activities are conducted regularly with BMSIT & M – collaboration.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 5.93

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
06	06	06	03	03

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 20.25

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 115

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 91.33

##### 2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
135	135	107	127	116

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

2019-20	2018-19	2017-18	2016-17	2015-16
140	140	140	140	120

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 36.14

##### 2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
34	35	20	20	15

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

Student learning levels are assessed for each subject by the respective faculty, periodically via progressive class work, assignments and three internal evaluations as mandated by the Visvesvararya Technical University (VTU). This helps in the classification of students as advanced learners and slow learners. A periodic review of attendance and marks is done at the institute level and by each student proctor. Parents and guardians are intimated as needed, in case of poor performance or attendance or any other non-academic issue among others, if ascertained to be directly impacting the student's performance.

This systematic approach on dealing with students based on academic performance helps the institute to ensure that they get an all rounded development both in their theoretical knowledge and practical skill which are essential for the industry.

#### ADVANCED LEARNERS

The institute creates awareness and provides special guidance to all students to participate in the workshops / seminars / competitions that are organized at local, national and international level which will be essential for enhancing their academic skills as well as their practical skills. A focused approach is taken in creating subject application-based platforms like construction yards, academic block atriums design, corridors, lighting fixtures, art installations, etc. These activities help the students in exploring hands on applications of the works / theory they have learnt in class. The group tasks enable a strong peer learning environment and team work. This strongly develops the soft skills needed such as team spirit, individual responsibility and leadership quality among students.

In order to facilitate the students to get the experience and knowledge in the professional field the institution has signed various memorandum of understanding (MOU's) with related industries. These industries organize workshops/ competitions to help students of UG and PG to explore their skills. The Institute in collaboration with the student body encourages/ organizes such events such as clean up drives, painting railway stations, creating awareness on voting etc. that help the students of both UG and PG to take up social responsibilities and explore their talents.

#### SLOW LEARNERS

To improve the performance of slow learners' skill in academics, the Institution organizes remedial classes in the free slots during the academic session to clarify the doubts by one-on-one discussion with the concerned faculty and provide the re-explanation on the topics with reference materials. Multiple tests and revision sessions are organized to support them to cope up with the rest, during the vacation period.

Students of both UG and PG facing personal constraints or other non-academic issues are supported by their respective Proctors and are put through the counseling process with the in-house counselor for counseling sessions if needed. In critical cases of students' dissatisfactory academic records, the Institution helps the students in finding alternative measures on the basis of issued notices on the University rules and

regulations for examinations and schemes like One Time Exit Scheme.

File Description	Document
Past link for additional Information	<a href="#">View Document</a>

### 2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

**Response:** 13.21

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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

**Response:**

BMS School of Architecture (BMSSA) accords the highest priority to the teaching learning process and considers the multiple factors that affect the same. A key factor prioritized and implemented is that the faculty members are recruited from a diverse range of experience and academic orientations, who create and/or have developed their distinctive pedagogic styles and teaching philosophies. This enables the use of varied student-centric themes like experiential learning, participative learning, and problem-solving methodologies for effective curriculum delivery.

#### **EXPERIENTIAL LEARNING**

Site visits, case studies and Industrial visits are conducted to provide the students with an opportunity for first hand surveys and analysis, learn from existing examples and witness the working of various systems. These visits are mandatory for subjects like Architectural Design Studio, building construction and materials, Building services, and Urban Design Studio to understand the context, technicality, and experience that the place offers. Along with these international and local tours are organized every year to help the students gain a comprehensive development by witnessing and understanding various architectural monuments.

Experiential learning is also enabled through documentaries, movies, and educational videos followed by a discussion with students of UG and PG about key concepts highlighted in the video.

#### **PARTICIPATIVE LEARNING**

Student-centric interactive sessions of various styles ranging from blackboard teaching to presentations to debates, workshops, and peer group discussions have appeared to be the most efficient form of teaching in both UG and PG. For subjects like design, history, and humanities-related subjects, groups discuss and

learn among themselves under the guidance of faculty.

The institution also encourages participation in the National Association of Students of Architecture (NASA) which helps in creating a platform for students of architecture across all colleges in India. They learn and interact via events, conventions, seminars, workshops, design competitions and many other activities.

### **PROBLEM-SOLVING METHODOLOGIES**

The UG and PG Design Studios rely on the primary ethos of design as a problem solving exercise. The studio projects assigned to students embed in them constraints and opportunities of the given design problem. The constraints are related to design and environmental parameters of a given task. Addressing these require critical thinking and logic application drawing from various sources such as history studies, physical, social & environmental surveys, data mining and analysis among others. Since multiple parameters affect a problem and its solution, correlation with different subjects is also needed. Imagining scenarios and possibilities by merging all the varied theoretical, technical and design studies is an inherent part of the major subject design at UG and PG. Faculty serve as guides critiquing student findings, analyses and solutions presented progressively.

For the theory subjects, assignments are given regularly to check the level of understanding of the topics learnt. Moreover, class tests, tutorials, unit tests, and quizzes held from time to time keep up the competitive spirit among the students

Library and Paper reading sessions are also scheduled in the academic timetable to enrich knowledge and parallel lines of thinking for critical analysis and exploring various paradigms in architecture.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### **2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.**

#### **Response:**

At BMSSA there is freedom for the faculties to choose teaching strategies and tools they require to deliver suitable course understanding.

#### **ICT infrastructure:**

The institute is well equipped with modern teaching aids like a Computer lab, model making workshop, materials lab, maps, etc.

All studios and lecture halls are equipped with an LCD projector and screen so that the faculty members could use this infrastructure to engage with students and explore new ways of teaching. Other areas of the institute like the auditorium and the seminar hall are equipped with LCD, OHP, and PowerPoint facilities with sound system and recording systems.



The staff rooms have a secured internet facility of both LAN and Wi-Fi with a UPS back up. The desktops are distributed in classrooms, computer labs and library and at the administration office.

There are printers available at the campus. In addition to this, there is a plotter as well for the students to take large scale print outs.

### **E-Resources:**

The institute is also has an E-Library where the students can access the E-resources. It also has a fully automated with Libsoft software which has been an efficient medium for receiving and sharing information across the various geographical locations with just a click. The digital repository of various lecture videos, architectural movies, research, and publications to assist the students. Question papers of various national exams along with the internal test question papers, digital copies of theses (both UG and PG), Educational CDs and DVDs are made available as learning materials are stored in the college library. Webinars and various E-learning resources are used by the faculty for effective teaching and enhancing knowledge. Along with this, the college has an initiative called ARIVU, an E-content knowledge hub that is created as part of the resource.

Apart from the ICT infrastructure, the institute also focuses on the accumulation and spread of knowledge based on ICT. The institute's library has access to open educational resources such as NPTEL, youtube videos, Ted talks, e-journals available with VTU E-Consortium for UG and PG like Elsevier, Springer Nature, Taylor & Francis, Institution of Civil Engineers, Emerald, McGraw Hill Education, New Age International, Packt, Knimbus Digital Library Platform Remote Access solution Mobile APP, Net Analytiks, Turnitin, etc. that are assessed by teachers and recommended to the students.

The students, faculty members, and office staff have been assigned with their institutional email IDs with the BMSSA domain. Class groups are also created for effective communications. The proctor allotment is mapped on the college portal so that the proctee information is upto date. Internal marks and attendance are uploaded on the domain which serves as a medium to have a transparency in marks and attendance so that the students are aware of their academic performance status. During the COVID-19 Pandemic, the existing IT infrastructure setup significantly aided the faculty and students to continue with the online classes & examinations successfully.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

### **2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**Response:** 16:1

#### 2.3.3.1 Number of mentors

Response: 36



File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
<b>Response:</b> 65.3	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
<b>Response:</b> 7.26				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
3	3	2	1	1
File Description	Document			
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>			
Any additional information	<a href="#">View Document</a>			

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 4.02

#### 2.4.3.1 Total experience of full-time teachers

Response: 173

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

The Institute follows the scheme of evaluation prescribed by the university. Student evaluation is divided into two assessment levels; Internal Assessment at the institution level, which is progressive evaluation and grading over the 16week semester, and Semester End Exam conducted by the university. The weightage of the Internal assessment and the Semester End Exam are prescribed by the university.

On the first day of the semester, the students are provided with the Academic Calendar which states working days, holidays, the three internal exam dates so that the students are prepared in advance. Further details pertaining to the marks allotment and assignments are detailed out in the Lesson Plans which are issued to the students in the first week of the semester. Students are briefed during the orientation program which is held on the first day of college for the students of the first semester. All information regarding rules and regulations from VTU and the Institute are conveyed to students via notice board, they are also briefed to look up the website for regular updates and information, etc. The students and faculty members can log in to the institution online portal using their IDs and Passwords to know all details regarding evaluation, attendance and other relevant information.

All internal tests are modelled on the VTU mode of examination. The question paper is formatted as per syllabus modules, to include short and long answer questions and prescribed time limits. All subject sample question papers are available in the library for reference.

Attendance and Marks are declared after every internal evaluation to students and parents. The marks are put up on the notice boards class-wise and semester wise and uploaded on the college online portal which is accessed by the students using their IDs and Passwords. The answer scripts are given to the students so that the students are aware of their performance in detail and are able to highlight discrepancies if any.

The Proctors also keep track of the performance and attendance of their respective proctee students. Parents are informed periodically through Parent Teacher Meeting (PTM) wherein the records are shown and also sent via individual SMS and emails. At the end of the semester, the students are asked to verify their internal Exam and Internal Assessment scores in person with the subject faculty before uploading the same to the VTU website. Any grievances academic or non-academic are highlighted in the proctor meetings and remedial action is taken as per requirement.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

#### Response:

At the commencement of each semester, Visvesvaraya Technical University (VTU), announces the semester schedule indicating the exam dates and events in the academic calendar on the university portal. If there are any changes, the same is notified on the University website and through issued notices. The Exam Coordinator, of BMSSA, regularly tracks the University portal for exam related information and intimates the students and parents through notice boards and bulk SMS facility among others.

To address the Continuous Internal Evaluation (CIE) related grievances, the college has constituted the following systems:

**Academic Grievance Redressal** – The concerned student can raise academic grievances via the Proctor System. Under the system, a group of students are allocated to each Proctor, for the purpose of regular monitoring of their academic progress and supporting grievances. Each Proctor maintains a summary profile of their assigned students, which include their basic information and academic profiles, plus co-curricular achievements documented from their graduating school year. Any issues or problems can be escalated as per the specific nature of the grievance, such as academic grievances which can be tackled between proctor and subject teacher or Department Academic committee. Students are advised to raise their concerns and requests via formal letters addressed to the Director, and actions are initiated post a discussion with the concerned proctor and Deputy Chief Proctor. All grievances not resolved at the proctor level are escalated to the Director by the Deputy Chief Proctor.

**Departmental Academic Committee (DAC)** – This is a committee constituted to address serious issues related to evaluations and discrepancies if any. Students are able to request a re-evaluation or improvement attempt of Internal marks as well, since this pertains to their eligibility for university examinations. This committee also maintains the structure for moderation of marks across all subjects and all semesters, to maintain parity of evaluation. At the end of each semester all evaluations across subjects and semesters are reviewed by the director along with respective semester faculty members. This review includes identification of slow and advanced learners and the need for moderation of marks if any. In this review if glaring discrepancies or differences are found in a particular subject evaluation or across the same subject being taught by different teachers, the same is escalated to the DAC for review and resolution. Also discrepancies or differences in different subjects of a student if any, are evaluated to prevent a prejudiced evaluation in a particular class. The DAC helps in all such moderations and clarifications related to grading and evaluation. In few cases other issues such as attendance related misdemeanors directly affecting eligibility, behavioral misdemeanors or any other applicable concern may be governed and resolved by DAC.

Parent-Teacher Meetings are another source where academic grievances can be discussed, in case the student is facing any issue in understanding or comprehension of the course contents.

Students also give their feedback on faculty at the end of the semester, the report of which reflects the robustness of curriculum delivered and the efficiency of CIE.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

### Response:

BMS School of Architecture implements the curriculum prescribed by Visvesvararya Technical University (VTU). The university prescribes the syllabus and scheme of evaluation in detail including course outcomes to be followed. Before the commencement of the semester, the subject coordinators are identified based on core and support subjects. In the initial discussions with the coordinators and respective subject faculty, they review the given syllabus and scheme to identify methods and pedagogical approaches to achieve the stated outcomes. Any additional goals or enrichments to stated outcomes are also identified by subject faculty and brainstormed in the group discussions.

Subject faculty then proceed to prepare the Lesson plan which is mandated to include this information in the teaching plan. This is approved by the Head of the Institute.

Once the semester begins, the lesson plan and required course outcomes are shared with the students to make them aware of the teaching learning process through the semester. At the end of the semester, feedback is taken and discussed amongst the concerned faculty members to improvise the teaching - learning methods.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

**2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**

### Response:

Based on the course outcomes, the lesson plans equip the students with knowledge and understanding. The class discussions and support subjects help to develop cognitive skills that are essential for conceptualisation and critical thinking, problem solving, research and inquiry, synthesis and creativity,

analysis and evaluation. The subject faculties also arrange for guest lectures which helps fill in the gap between academics and practice. This helps in better performance and enables the student to develop a comprehensive knowledge system in theory and practice. This also enables the students to develop skills in adaptation to context, performance, team and organisational working, ethical awareness and application. Timely reviews helps the student to develop personal and enabling skills that focus on personal valuation and development interpersonal and communication skills.

In every semester, the internal question papers that are set are vetted by the subject coordinator to ensure that the course outcomes are achieved. After the coordinators approval, the question paper is sent to the students.

After the exams are conducted, the subject faculty keeps a check on the overall progress of the students and also ensures the attainment of the course outcome.

At the end of the every semester, the subject faculty prepares document for Course Audit. The course audit is usually carried out by an external member who would also ensure that the course outcomes and programs outcomes are achieved. The external could also give suggestions for next academic year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 96.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
114	85	84	58	62

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

2019-20	2018-19	2017-18	2016-17	2015-16
120	94	88	58	62

<b>File Description</b>	<b>Document</b>
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response: 3.18</b>	
<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## 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, Chairs in the institution during the last five years (INR in Lakhs)**

**Response: 5.5**

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

2019-20	2018-19	2017-18	2016-17	2015-16
3.3	2.2	0	0	0

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response: 4.65**

**3.1.2.1 Number of teachers recognized as research guides**

Response: 2

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response: 40**

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**



2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

### 3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

BMS School of Architecture is recognised as a VTU Research centre, and offers Doctoral degree (PhD). Registered research scholars undertake doctoral research on various topics under supervision of recognised guides. The institute has a code of ethics and research guidelines in place to guide faculty members interested in research activities. BMSSA has budgetary provision for research in each academic year. Few events and activities promoting research methodology have been hosted by BMSSA e.g. a five day workshop on Design Research Methodology was conducted by Dr Amaresh Chakrabarty , Senior Professor and Chairperson of Center for Product Design and Manufacturing, Indian Institute of Science, Bangalore in October, 2017. The individual teaching load of faculty members allows for time to carry out research work. On Duty Leave is granted to teachers if they present research papers at seminars and conferences. For example, projects encouraged by the Institute include *KATAAWU*- a thermocol cutting machine used for architectural model making, developed by faculty and student team and Dodajala Heritage Railway station architectural documentation. BMSSA was chosen as a participating Institute for Unnat Bharat Abhiyan with Prof (Dr) Shaila Bantanur, as the coordinator, and for which five villages were adopted to conduct research on rural development.

Any student or faculty interested in research can make use of the library books, journal subscriptions , online repository, well equipped computer lab, licensed software, printers, scanners, high bandwidth internet connectivity, reprographic facility etc. BMSSA has set up the Innovation Hub, which is a well-equipped Carpentry workshop. There are also equipment procured for Climatology research e.g. Solar



Power Meter Model TES133, Wireless rain Gauge, 3 cup Anemometer, Digital Lux Meter etc. BMSSA has institutional membership of IIHS (Indian Institute of Human Resources) for sharing of library resources. The library is also subscribed to the VTU consortium for access to journals and publications.

Few notable academics and architects have come and interacted with the students and faculty of BMSSA for industry insights and exposure to current topics and trends. Few workshops pertaining to intellectual property rights have been conducted at BMSSA e.g. a seminar on key nuances of copyrights in architectural space was conducted by Mrs. Prabhavathi Rao (Program coordinator, VTTC, GoK), Dr. Farah Deeba (IP Specialist, Former Principal Scientist) and Ms. Tanu Singh (Patent Analyst) in October, 2017.

Ideas incubated in the School have been encouraged and followed through e.g. BMSSA student Sandra Moses won Saint Gobain Scholarship 2017-18 by creating bamboo windmills to harness energy, with the help of faculty member, Ar. Debduitta Parida, who helped her create a working model based on her innovative ideas. Students are also encouraged to showcase their innovative thesis projects in national platforms based on merit e.g. for AY 19-20, Council of Architecture Thesis Awards, an innovative project of student Rohit Mahadev Belvikar called 'Plug-in Urban Farming- a modular hybrid for resilient Bengaluru' was mentored by faculty member, Ar. Cecon Swain.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 30

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	7	5	5

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response: 4****3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 8

**3.3.1.2 Number of teachers recognized as guides during the last five years**

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response: 0.39****3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
2	5	2	0	2

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.3 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: 1.6****3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	14	6	8	13

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

The School has undertaken initiatives to foster an environment of social responsibility among all the members which in turn ensure holistic development of the students, inculcating moral values and ethics. To sensitize students towards national integration, communal harmony, community work, and gender sensitization issues, various activities are planned throughout the year, especially through NSS and NCC.

Identified social issues which are addressed through community extension activities include lack of gender sensitivity, lack of awareness regarding health and cleanliness, unsustainable living practices due to environmental insensitivity, inadequate infrastructure in local government schools, depleting green cover in surrounding localities and vulnerabilities resulting from poverty, natural calamity etc. Some activities are aligned with Government initiatives like *Swachchh Bharat Abhiyan*, *Unnat Bharat Abhiyan* etc. These activities, mostly through collaborations with relevant organisations (like Red Cross, different government agencies) and stakeholders, are planned and implemented with active participation of students, be it blood donation, heritage station cleaning or rural surveys. The impact of the extension activities is reflected in the ready participation of students in events designed to give back to the community and in the shifts perceived in their design sensitivity which would dictate ethos of their professional practice.

In spite of the fear and uncertainty of the pandemic, it was heartening to know that our students found the time and personal intent to volunteer their time and alleviate the troubles of their fellow citizens in spite of practical limitations. Students operated either in collaboration with NGO-s or even in personal capacities and distributed food, medicine, masks to the needy. Some students even extended their helping hands to the street animals.

The impact of all these endeavours on students can be easily seen in their choice of final thesis topics. A cursory look at the list of thesis topics reveal that most reflect an intent to engage with broader socio-environmental issues. Students try to explore their broader role as architects in addressing social ills and serving the *have-not-s* and vulnerable groups. For example, thesis students have attempted to resolve architectural facets of the global environmental challenges we are facing today by designing disaster-resilient structures, models for sustainable living by using passive measures and alternate modes of energy,

urban farming, prototypes for coastal areas, prone to flooding from rising sea-levels, earthquake prone areas etc. On the other hand, students have also designed low-cost housing solutions and prototypes for socio-environmentally threatened groups like migrant construction workers, rag pickers, fishermen colonies, indigenous tribes, traditional craftspeople etc. Needs of vulnerable groups like the sick, the orphans, the addicts and destitutes, the differently abled are also addressed through relevant projects like hospitals and hospices, correctional facilities, orphanages, schools for the visually challenged or the hearing impaired or the autistic. Some students have also shown sensitivity to complex matters like societal discrimination by designing for gender sensitivity, women empowerment and even for the third gender etc. The needs and vulnerabilities of animals have been the focus of many thesis projects like rehabilitation centres for threatened species.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response: 3**

#### 3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	0	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response: 13**

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	4	2	2

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 30.7

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
215	197	144	109	115

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 10

#### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	2	2	0

File Description	Document
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>

### 3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 10

#### 3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	1	1	1

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

The BMSSA campus is spread over 2.5 acres of Land in Survey No.53/1 and 56/3, Doddaballapur Main Road, Avalahalli, Yelahanka. The institution has excellent infrastructural facilities like spacious classrooms/studios, laboratories, workshops, libraries, faculty rooms, auditoriums and administrative block. Separate hostels for men and out campus facilities for women. The institution has augmented new infrastructure and those essential to maintain, renovate and augment the existing ones.

The institution also gives importance to maximum efficient usage of available space. The integration of traditional teaching with ICT, enhancing learning by optimising the use of available support services, clubs, associations, etc. are issues addressed by the college. A detailed plan to meet future requirements of infrastructure is also included in the Strategic Plan constructed by the institution and presented to the management regularly. Care is taken to see there is no cluttering of space, no encroachment in to the areas earmarked for sports ground and landscaping takes place. Maintenance of campus cleanliness through proper waste disposal mechanism also is an important aspect.

In line with the vision of the institution the detailed strategic plan is prepared which is duly approved by board of governors (BOG). The detailed annual institutional budget is prepared based on the series of strategic meetings which is reviewed periodically to meet future requirements of infrastructure as envisaged in the strategic plan to be approved by BOG set aside by the management. The standards and norms as per VTU/COA with respect to classrooms, studio, Laboratories, built up area, learning resources- ICT (Print and Electronic and Teaching Learning aids) are considered during the preparation of the budget. After the approval of the budget in the BOG, the action plans are initiated for creation and enhancement of infrastructure. The building section are authorised to complete the procurement process as per the norms of the institution. The director is authorised to enter into MOU with industry and research organisation in order to create industry-based facilities or infrastructure, courses, and the centre of excellences. These provide value addition and enhance skill development for students.

The description of adequacy of facility for teaching learning as per the minimum specified requirement by affiliating University viz., VTU, Belagavi is noted hereunder:

Details of Instructional areas like UG Classrooms, PG Classrooms, Computer centre, Library and Reading room, Workshop, Seminar Hall space available are 1821sqm (14 nos), 260sqm (2nos), 116sqm, 250sqm, 328sqm, 367.5sqm against the University requirements of 990sqm, 66sqm, 150sqm, 400sqm, 200sqm, and 132sqm respectively.

Administrative area details are Principal/ Director room, Examination Office, Board Room, Store Room, Housekeeping, College office, Faculty Room, Reception spaces available are 62Sqm, 38sqm, 30sqm, 295sqm, 14sqm, 117sqm, 230Sqm (5sqm x 46nos), 61sqm against the University requirements of 30sqm, 30sqm, 10sqm, 30sqm, 10sqm, 150sqm, 5sqm each and 25sqm.



Amenities area details are NASA Room/ Students Common Room, Girls Common Room, Toilets, Sports Club, First Aid and Medical Room spaces available are 95sqm, 19sqm, 310sqm, 120Sqm, and 15sqm against the University requirements of 100Sqm, 100sqm, 200sqm, 10sqm.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**

##### **Response:**

Sufficient infrastructure is present for students to engage in extracurricular activities. The institution has dedicated space for outdoor and indoor sports events like badminton, volley ball, Throw ball, Basketball, Handball, Kho Kho, Kabbadi, and Cricket etc.

The Institution has adequate facilities for conducting indoor sports like Chess, Carrom, Table-Tennis etc. The institution has gymnasium facilities with modern equipment's such as Multi Gym, Hyper extension bench, twister etc. with an area of 232 Sqmt to encourage physical fitness among the students and faculties. Amphitheatre having an area of 908 Sqmt accommodates the panel discussions, indoor games like badminton, in conduction cultural activities etc. Amphitheatre having two green rooms on either side to make arrangements during the cultural fests. A fully functional first aid and sick room with an area of 24 Sqmt is available in the campus. The centre provides emergency, first aid and primary treatment. Patients are referred to super speciality hospitals if required.

Available facilities with areas for various sports are as follows: Gymnasium, Yoga, Outdoor, Indoor-Sports Centre, Cultural activity with its areas 40sqm, 116sqm, 3600sqm, 271sqm, and 966sqm

All the above facilities except the indoor games are shared with BMSIT which is in the campus.

Following are some of the incentives to the sports person

- 1.Payment of TA/DA to players and coach accompanying the players.
- 2.Refreshments for the players during the practice.
- 3.Fee concession.
- 4.Attendance given as per the VTU norms.

##### **Student's participation and activities**

Students of the institution participate in various sports and games like Chess, Basketball, Football, Badminton, Table Tennis, Volleyball, Cricket, Kho Kho, etc. Students also participate in inter collegiate annual sports meet for architecture (KRIRA) and Annual VTU Cultural Fest.



Department of Physical Education also organises annual sports event.

Auditorium- A separate auditorium with seating capacity of 200 is equipped with modern cushion chairs, stage, podium, stage table, public address system is provided. The auditorium area totals around 290 sqmt.

NSS unit at BMSSA is active throughout the year and have organised various programmes such as blood donation camp, Technical talk, medical check-ups, campus cleaning programmes, village cleaning initiatives programmes etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### **4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response:** 77.78

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 14

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

#### **4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**Response:** 45.39

##### **4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
74.49	59	618.75	568.45	37.32

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

#### Response:

Library is **fully automated** with **Libsoft software version 12.0.0** with Barcode Technology from the **year 2011 till date**.

#### Additional Information

**ILMS** : Libsoft 12.0.0 Features and Modules

Web Online Public Access Catalog (OPAC) Home Page Link

117.198.96.175/bmssaopac/Default.aspx

The Library resources have been completely Bar Coded and automated using Libsoft 12.0.0 Integrated Library Package which helps in Transactions, OPAC (Online Public Access of Catalogues) and reservation of Books etc., for the users.

Libsoft Software has variety of features such as:

Libsoft 12.0.0 allows to use N number of Client.

Dynamic backup support (Automatic) from server and client.

Circulation can be done for 2 or more documents at a time with Bulk issue and bulk return for every member with single entry

Internet Interface facility from the software.

The members can communicate with each other by the Library Message Service (LMS).

Users can access the software any time, any place.

Announcements (News/Messages) will be displayed to all members in individual member web OPAC account.

Members can check their transaction details (title of their transaction, due date, fine amount and reserved material details) through web OPAC.

Title of the Report, date and Time of report generation will be shown as Report heading.

Graphical representation of Expenditure, Books in Demand, New Arrivals, Material distribution, Member transaction details, stock status etc. the way the user prefers.

Membership card for Members/Users with Bar code.

Automatic Bar code generation for Accession numbers for materials (Books, Journals etc.)

Multi user package with database loaded in the server. The individual nodes across different departments can share the data from the server.

Interactive features for data handling i.e. Importing and Exporting data according to MARC 21 format between different libraries across different countries

All the books have been classified and catalogued using DDC and AACR2 respectively and arranged on Open shelves. Books are organized subject-wise for easy access and quick retrieval. New Books before sending to shelves are first displayed in the “new arrivals” section for 1 week and later shelved for the usage by students and staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 6.5

#### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
8.43	7.74	3.56	5.87	6.90

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 15.71

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 96

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

BMS School of Architecture since its inception, 2010 have aimed for the deployment of best IT-Infrastructure in the institution. The campus is enabled with LAN along with Wi-Fi setup since the college has started its operations. As per the instructions and directions received by the affiliating University and the Statutory Body of Architecture i.e. CoA (Council of Architecture, New Delhi), BMSSA accumulated all the required IT infrastructure for smooth functioning of Academics and Examinations & other IT related activities.

Continuous upgradation of the required IT-Infrastructure as per the latest technology is practiced and encouraged by the Trust and has approved for the required financial resources as per the budgetary allocation. Needs were identified and Phase wise implementation has been initiated and implemented

successfully.

- Two dedicated additional line from BSNL & Dvois Communication Pvt ltd. with high speed broadband connection facility up to 100 Mbps and Wi-Fi bandwidth up to 50 Mbps.
- 18 projectors facility for effective teaching including classrooms, Seminar Hall & Auditorium. All class rooms are equipped with Projector and Computer.
- Acquired proprietary software to enhance the advanced knowledge in Architecture for example CAD, AUTODESK, Adobe, Artlantis software etc. with latest versions.
- 112 systems for effective computer learning.
- Plotter and photocopy facilities available for students which is very much essential for Architecture students.
- E-Library with enormous collections of books maintaining the standards of digital library for students, faculty & Staff.

Apart from the above, development tools and the resources were identified constantly by the administration in enforcing E-Governance at all the levels in the institution. To improve the service delivery, encourage the stake holders to participate in decision-making process and making the system more accountable, transparent and effective, BMSSA has set and achieved its goal as per the E-Governance Policy.

All the geo tagged photos of the IT infrastructure facilities in the campus is shared for the metric 4.1.3 and the BMSSA E-Governance Policy is attached here as the additional information.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 6.11

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 0.81

#### 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)

2019-20	2018-19	2017-18	2016-17	2015-16
11.58	1.18	9.97	0.99	0.72

#### File Description

Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)

#### Document

[View Document](#)

### 4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

**Response:**

The institute sets aside the budget every year for maintenance of facilities such as building, furniture, equipment, computers, vehicles etc. At the institution level, there exists an estate office which is common for the entire campus and takes care of maintenance and up keep of the infrastructural facilities in the campus. It is headed by campus manager and supported by regular and outsourced maintenance staff. An effective complaint management system exists. Routine maintenance of equipment's is taken up on regular basis. The queries of equipment's which is under the warranty are extended by the company representatives on call. Some equipment which is under AMC is attended by the respective agencies on regular basis. There are 24 hours security personnel in the college along with CC TV system in place. The college has its own generator which is maintained by in house electrical engineer at all time. Cleanliness in the campus is maintained by housekeeping personnel to maintain computer, WIFI, local area network facilities, hardware and software, technicians are employed. In house plumber is contacted at times of any emergency for any kind in the campus.

Campus manager, faculty co-ordinator, consultant and service staffs are there to maintain the lush green campus neat and tidy. Annual maintenance for lift, generator, UPS, RO plant and Photocopiers is taken up.

#### Potable Water Supply:

Centralized and Standalone RO System exists in each building to cater for safe drinking water. The quality of drinking water is tested periodically. The fire extinguishers are refilled and kept in a serviceable condition throughout the year.

**Sewage Disposal:**

BMSSA Campus has a network of underground sewer lines and the sewage disposal is connected to the STP which is inside the campus. The treated water later used for watering of garden and other maintenance.

**Solid Waste Management:**

The dry solid waste from departments is collected in a pit located within the campus. The dry solid waste is collected every day in the morning by a BBMP approved contractor. The same is transported to the nearest land fill and solid waste management facility for proper disposal as per State Pollution Board norm

**Electric Power Backup:**

Sufficient back up power supply has been maintained in case of power failure from BESCO

As a part of energy conservation LED light fixtures are used in the entire campus and building, also added smart solutions like sensor based lighting in strategic locations.

**Vehicle Parking:**

The institution provides surface vehicle parking facilities for Cars, Two wheelers and Bicycles.

**ICT tools:**

The computers are monitored and maintained time-to-time. The Data Centre monitors the Campus Wide Networking (CWN) facility of the institution for ubiquitous network connectivity throughout the campus.

**Maintenance of Infrastructure:**

The infrastructure maintenance is done by estate office as and when required. General Insurance coverage is provided for Building, Furniture, fixture etc

**Equipment's:**

All Major/advanced equipment are maintained by Annual Maintenance Contract (AMC). Minor

Equipment's are repaired and maintained regularly.

**Others:**

One time use plastic is banned in the campus.

As an initiative, Repair café team organises workshop in reuse of discarded materials, papers, models and drawing sheets in the college.

<b>File Description</b>	<b>Document</b>
Paste link for additional information	<a href="#">View Document</a>

NAAC



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 4.94

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
49	40	23	14	5

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.4

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	2	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

**Response:** E. None of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 1.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
31	3	4	1	2

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 4.88

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
24	2	2	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 20.83

#### 5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 25

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 46.43

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	5	0	0

#### 5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	8	7	1	1

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural

activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

**Response: 1**

**5.3.1.1 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) year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

**BMS School of Architecture has a well established Student Council. The student council represents the students in all the curricular, co-curricular and extracurricular activities at BMSSA.**

**Apart from the Student Council, student representatives are included in various administrative committees such as POSH Internal Committee, Grievance Cell & Anti Ragging Cell.**

**Elections and Composition of the Student Council**

**The Student Council is formed by the process of open elections within each section of each semester for the post of office bearers. The shortlisted candidates are finalized by the standing student General Secretary and Unit Secretary in consultation with the coordinating Faculty members.**

**The Council comprises two representatives from each section of each semester who are elected by their class through a secret ballot method. The present Student Council has 20 office bearers who in turn select their General Secretary through an internal election. The General Secretary is a student from the fourth year of that academic year.**

**The elections for the council are conducted every odd semester when the representatives from the**

fresher batch are inducted and the fourth year students exit the council. The office bearers of the functioning Council can resign to allow new members an opportunity to be part of the Council. Similarly non functioning members can be removed from office by consensus.

#### Activities of the Student Council

The Council engages in all the curricular, co-curricular and extracurricular activities of students. The intent of this is to make students contribute to departmental spirit and community welfare and provide them with an opportunity to develop leadership qualities by organizing and coordinating departmental activities like annual day, festivals, spectrum week etc. The School funds for these activities of the student association, events and competition certificates and posters.

The office bearers conduct a monthly meeting with an agenda to coordinate among various semesters and collate academic and non-academic grievances to be brought to the notice of the authorities, the minutes are shared with the coordinating faculty for further action.

Student Council is involved in the following activities.

- The conduct of Student Council elections. The Council is elected to coordinate the Institutional events like Annual Day, Open Day, Farewell etc and to mention “Spectrum Week” is hosted by the Student Council which has active participation of students across various semesters.
- Extra Curricular activities like taking part in the various design competitions organised in the annual & zonal events of National Association of Students of Architecture.
- The Council is involved in ISR activities like Blood donation camp, cleaning of railway stations and lakes, tree plantations, donation activities for the rural school etc.
- The Council gathers members from various semesters to arrange for festival celebrations like Onam, Ganesh Chaturthi, Diwali, Kannada Rajyotsava etc. in the premises of BMSSA.
- The Student Council Representatives are invited to the BOG meetings for feedback of the management and any issues that require the attention from the highest authority.

In this way a good, improved and healthy relationship is built up in between teachers and students and all stakeholders.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 10.8

### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
14	17	10	7	6

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 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:

The BMS School of Architecture (BMSSA) Alumni Students Association is registered on the 5th of May 2016 with Register No. SOR/GNR/29/2016-17 as per Karnataka Co-operative societies Registration Act 1960.

The BMSSA Alumni Association has an engaged network of alumni which allows our students benefit from the skills and experience of our graduates. The Alumni Mater offer their support to our students, to the institution and to each other. Our Alumni are our representatives in the professional world, exhibiting learnings and skills acquired during their education. They also represent the institutional vision and mission as they carry forward the values embedded in them as students of BMSSA.

The Alumni Association members are elected for a two-year term, they conduct various interactive programs with students of BMSSA consisting of seminars, workshops, career guidance, bridge program for new batch. The Alumni Association is also provided with a portal on the college website for showcasing alumni activities.

The BMSSA Alumni Students Association is a voluntary student cell working under the guidance of the Director and Secretary of the Alumni Association of BMSSA. They act as a bridge between students who have graduated and those who are still on campus. The Alumni contribute to their alma-mater via helping with organizing various annual events and other periodic events. The BMSSA Students' Alumni Association also administers the student - alumni contribution and organises annual farewell programmes for the graduating students. Since many graduates work in reputed architectural practices, it extends



institutional access to industry experts via guest lectures and talks.

BMSSA provides the opportunity to the alumni to support our students in work placements and help our students to launch their careers. It offers their valuable time to provide career support to our students and this enhances our students' experience and skills and gives the students a solid ground to start their careers. Our Alumni network is also a source of employment opportunities to the students and often they help our students by getting in contact with various organizations in the city.

BMSSA Alumni Student Association has communicated their interest in contributing grants/scholarships to meritorious students from underprivileged backgrounds. The Association is always on the lookout for new approaches to assist their Alma Mater and the institute by providing social, educational professional and financial opportunities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** E. <1 Lakhs

File Description	Document
Upload any additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution**

**Response:**

**BMS School of Architecture (BMSSA), is one of the few architecture schools with a stated mission of educating future generations to be ethical professionals, innovative designers and responsible citizens.**

**As per the perspective and strategy plans of the school many targets have been achieved such as the commencement of the M.Arch. - Urban Design Program from the year 2016, setting up of E-library resources and subscription to many electronic journals, setting up of the Proctor system, Institutional collaborations, Faculty development programs conducted, and a major infrastructure upgrade with the addition of a new building block to house a bigger library, auditorium with 200 seat capacity and more studios. Research was given emphasis by forming a research policy, conducting workshops for Research methodology, and funds received from the Government of India under the Unnat Bharat Abhiyan. Also proposals were submitted under VGST, DST among others.**

**A distinctive component of the school are its workshops and guest lectures which enable learning beyond the prescribed curriculum. National and international study tours give the students good exposure to historical as well as contemporary buildings. BMSSA has an active involvement with industries, social groups, networking with other institutions and its responsibility towards the society reflected in its ISR (Institutional Social Responsibility) practices. The B. Arch. program has at its core the Design Studio where students are encouraged to experiment with visual forms, design ideas and climate responsive principles. It is also motivated to implement building technologies and innovative means of construction in their designs with an understanding of its impact in professional practice. The studio faculty is a unique mix of practicing architects and pure academicians, which allows students a peek into the real life of an architect as well as bounce off some hypothetical and theoretical options for design. The M. Arch program awards the students a professional in Urban Design, combining rigorous training of the skills and disciplines with critical and advanced outlook on social and environmental awareness. PhD research scholars investigate topics ranging from participatory planning, energy efficiency in architecture to application of hydrology in urban systems.**

**The governance of the School is overseen by the Board of Governors (BOG), under the BMS Educational Trust and its meeting is conducted once every quarter in a transparent manner.**

**An effective and participative decision making process is adopted in building a constructive organizational culture. The leadership of the School supports faculty endeavors in organizing seminars, workshops and community initiatives. Faculty members are also members of various decision making and administrative bodies including Anti Ragging committee, POSH committee, Grievance Redressal cell, etc. according to their expertise. Student progression activities are supported by Faculty Representatives and the Student Council Members to maintain a disciplined, supportive and healthy environment. Faculty Forum is regularly conducted for an open exchange of**

**information and ideas among faculty members.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management****Response:**

BMS School of Architecture (BMSSA), has constituted various committees for the management of academic and non academic issues related to faculty, staff and students. An effective and participative decision making process is adopted in building a constructive organizational culture.

The school has over 500 students, faculty members and staff members on campus at any given time during a working semester. The academic aspects typically include classes, examinations, guest lectures & workshops. There is progressive and regular internal academic evaluation of both the students and the faculty. Students evaluation pertains to all progressive work, assignments and tests. The faculty evaluation aspects pertain to completion of syllabus, regular attendance and grading, timely dissemination of lectures and grades to students along with clarifying their doubts and continual student support. The Department Academic committee (DAC) oversees any dispute, conflict or raised concerns in the above area. Collective deliberations toward general student attitudes if directly affecting academic performance can also be referred to the DAC.

The school sees a diverse mix of students from all parts of the country and from within the state, including minorities. It is inevitable to have cultural conflicts and those related to ragging. The Anti-ragging committee exhibits a zero tolerance policy towards any ragging incidents or proof of inciting the same. Students are strongly advised to work in a mutually respectful and collaborative manner.

As per mandatory compliance outlined by the government of India regarding prevention of sexual harassment at workplace, under POSH 2013 Act, the school has constituted the committee as per guidelines issued for Higher Education Institutes (HEI). The committee includes teaching, non teaching and student members as part of its constitution to address respective issues. Gender sensitisation and awareness programs related to the same have also been conducted as per guidelines by the committee.

In 2019, Visvesvaraya Technological University (VTU), highlighted the need for forming a Central counselling cum mentoring committee (CCMC), to address the widener canvas of mental health issues, minority students issues and problems faced by them, concerns of students from rural areas, among many others. It was highlighted by the university that under a growing range of concerns faced by students individual colleges needed to be equipped to support the students in the multiple challenges the younger generation faces today. In accordance with the directive CCMC was immediately constituted in the Institute.

The above examples are illustrative of participative management as teaching, non teaching members at all levels, and student representation as appropriated in included in the committees and lend a collective voice towards the concerns faced by the school. Resolutions achieved with a collective and collaborative approach ensure a smooth and harmonious functioning of the school.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The Strategic Plan document is formulated considering the vision and mission of BMSSA. Strengths, Weaknesses, Opportunities and Challenges (SWOC) were identified for the institution. Situational analysis was carried out to identify the standing of the institution with respect to economic, social, technological and market factors. Furthermore, expectations from different stakeholders were also considered while framing the guiding parameters for developing the strategic goals. The guiding parameters were divided into five categories, namely, Research and Innovation Excellence Plan, Academic Excellence Plan, Industry-Academia Interaction Excellence Plan, Affiliation and Funding Excellence Plan and Resource Excellence Plan. These parameters further guided the development of different strategic goals and action points to achieve these goals.

Narrative for one particular activity that has been successfully implemented based on the Strategic Plan (2015-2020) is given below.

Parameter 05: Resource Excellence Plan

Strategic Goal 03: Develop a supportive research infrastructure

Actions taken to achieve the Strategic Goal 03:

Research infrastructure in terms of the following heads to be provided:

1. Human Resources – Appointment of faculty members of varied experience to promote healthy interaction (comprising of core and visiting faculty). Design Chair, professors of eminence to be appointed who could foster the intellectual growth of the school.

Implementation:

Ar. Krishna Rao Jaisim, founder of Jaisim Fountainhead, Bengaluru, an eminent architect of the country is the Design Chair of BMSSA. He is also the Member, Board of Governors, BMSSA and Member, Academic Council, BMSSA. Furthermore, other eminent architects of the country namely, Ar. Chitra Vishwanath, Managing Director of Biome Environmental Solutions, Bengaluru and Ar. Nisha Mathew

Ghosh and Ar. Soumitro Ghosh, founders, Mathew & Ghosh Architects, Bengaluru, are also members of the Academic Council, BMSSA.

2. Software – Latest and useful software to be made available in well-equipped lab.

Implementation:

Computer Lab at BMSSA has wide range of softwares to help students and faculty members with their academic work. The list of procurement includes 25 licenses of Windows 7 Professional 64-bit, 45 licenses of Windows 8 Professional 64-bit, 50 licenses of Microsoft Office Professional Plus 2013, unlimited license of ArchiCAD 15 and 16 (32 and 64-bit), unlimited license of Artlantis Studio 4, 40 and 250 licenses of Autodesk Products (13, 15 and 16), 10 licenses of Adobe Master Collection CS6 and 1 license of Windows Server 2012 Standard ED-R2. These softwares are updated and licenses are bought from time to time as the need arises.

3. Construction Yard’ to carry out research in technology and construction.

Implementation:

‘Constructorium 2016’, an in-house construction yard activity was conducted by faculty members, Ar. Anjan Kumar, Ar. Deepak D. G. and Ar. Shreyas K. of BMSSA.

4. Library with continued resources of National and International Journals, books, e-books, etc.

Implementation:

BMSSA library has various sections namely, procurement, circulation, stack area, reference, periodical, reprographic, CD-ROM and internet browsing and Web OPAC. As on March 2016, the BMSSA library had 3036 books, 23 print journals, 11 magazines and student thesis reports since 2010. Besides, there is also a Digital Library facility for students and faculty.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

**Response:**

BMS School of Architecture is affiliated to the Visveswaraya Technological University (VTU), Belagavi, Karnataka. It is governed and managed by the BMS Educational Trust (BMSET). The important decision-

making bodies in the college are the Board of Governors, Academic Planning and Development Committee (APDC) and Disciplinary Action Committee. These bodies comprise of all stakeholders - Board of Governors, Director, staff, students, alumni and industry experts. They make plans for the college regarding academic, administrative and infrastructural matters and enable the college to improve and maintain overall excellence in accordance with the needs of the day.

The Trustees of BMSET include eminent personalities from the state who served in the Government and industry. The Chairman of the Board of Governors is responsible for guiding the institution to achieve the stated vision and mission. Under the able guidance of the Board of Governors, the Director heads the institution and reports to the Chairman. The Director is responsible for implementing the goals of the institution and acts as a bridge between the management, administration, academics and other stakeholders towards continual growth of the institution through effective leadership.

The Deputy Director and Administrative Officer report to the Director. The role of Deputy Director is to supervise matters related to academics and to provide inputs to enhance the quality of ongoing academic processes towards holistic development. He/she is in charge of teaching and mentoring the undergraduate (B. Arch), postgraduate and doctoral students. Furthermore, the Deputy Director is also responsible for Research & Development (R&D) programmes carried out in the institution, examination and related processes, laboratories supporting different skills, library and knowledge management, sports and cultural activities. The Administrative Officer is overall in-charge of the administration section which consists of multiple heads including Admission Establishment, Finance & Accounts, Stores & Procurement Acquisition and Infrastructure & Maintenance.

The R&D, examination and various other functional committees work directly under the mentorship of the Director. Both the teaching and non-teaching staff are well experienced and trained to guide the students at all stages. The various committees play a major role in assisting the participative functioning of the institution. The APDC looks into the teaching and mentorship activities, Prevention of Sexual Harassment (POSH) at workplace, Grievance Redressal, and takes care of the wellbeing of students and staff. The Cultural Committee, Sports Committee and Library Committee help conduct extracurricular activities in the form of meaningful events and competitions for the holistic development of students and faculty members. The Proctoring system in the institution is a connective medium between the students, faculty members and parents.

Policies for staff welfare, R&D, leave, academic development, student welfare, etc. are formulated as per the norms of BMSET, keeping in mind the benefit of staff and students. The college follows the rules and regulation laid down by the BMSET and as per the norms of statutory bodies of Government of Karnataka, VTU and COA related to the service rules, recruitment and promotional policies of the faculty and other staff members of the college.

File Description	Document
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

#### Welfare Measures for Teaching and Non-Teaching Staff

- The institution encourages and financially supports (partial/complete sponsorship) the employees to attend and participate in Conferences, Symposia, Workshops, Faculty Development Programmes and Training Programmes held in India and abroad for sharing knowledge, academic growth, and also collaborations that would facilitate healthy academic and research ambience
- Medical Insurance coverage for the employee and their family through BMS Hospital and BMSET helps the staff for a specific limit of cashless hospitalization
- The Teaching staff are entitled for Casual Leave, Duty leaves such as OOD, Special CL, Vacation as per VTU, UGC and GoK norm. The non-teaching staff are non-vacation staff but all other leaves are available including medical leave.
- Maternity leave up to 180 days and Paternity leave of 15 days can be availed by female and male staff members respectively.
- Study leave for higher education/ Sabbatical Leave Policy has been made to encourage all faculties to get actively involved in research work.
- Earned Leave/Earned Leave encashment whichever is applicable is granted after minimum one year of service in the institution.
- Employees Provident Fund Scheme is funded by both the management and the employee.
- Payment of Gratuity is applicable to staff on completion of 5 years of service as per the up to date Gratuity Act norms.
- Staff Quarters: Concessional rented accommodation facility is available for the staff.
- The Institute facilitate accommodation for guest/visiting /invited faculties
- Management admission in any of the institutions coming under BMSET for the ward of the employees under staff quota is provided.



- Laptop purchasing loan can be availed by the staff.
- Credit Cooperative Society Loan facility is made available for all the employees of the institution who have put in more than two years of service.
- Non-teaching staff also have the benefit of Children Education Aid upto a maximum of Rs. 10,000/-.
- Non-teaching staff can also avail festival advance and medical advance depending on their eligibility.

#### **Additional Facilities:**

- Regular Yoga classes/courses are conducted to motivate the staff at the workplace, to relieve the mental stress and physical pain.
- The Physical Education Department provides the teaching and non-teaching staff to use the sports room and the sports equipment during leisure time. Sports day is being conducted annually to encourage physical activities and to relieve the stress from daily routine such efforts promote sportive spirit and bring out the talents of the staff.
- On Campus Medical Facilities are available with a Doctor on Duty and an Ambulance for emergency
- Canteen facility is provided with availability of good quality food and beverages at reasonable prices.
- On Campus Nationalized Bank with ATM facility is available.
- Transport facility is provided at a concessional rate to travel in the college bus.
- The well-equipped Library provides book lending facility along with reading room facilities with daily newspapers and magazines for all staff. Digital Library access is also available.
- Vehicle parking facilities with proper security are available within the campus.
- Gym facilities are available for the fitness conscious staff.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 15.92

##### **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**

2019-20	2018-19	2017-18	2016-17	2015-16
02	6	4	5	3

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 4.8

#### 6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	6	5	4	4

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response:** 12.38

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	5	1	4	1



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

#### Response:

All Teaching and non-teaching staff are eligible to apply for a yearly appraisal through the Performance Based Appraisal System (PBAS). In this system generic information like, year of joining, experience, salary details, increments, qualifications, performance report/feedback/ self-appraisal, etc. are obtained from both teaching and non-teaching staff.

A detailed review of the Faculty's performance and achievements obtained and examined for the teaching staff. Each faculty is required to fill a form as part of self-appraisal for Academic Performance Index (API). A candidate's competency in the academic performance index is calculated in credits. In the case of teaching staff, their performance is measured through credits in three categories namely, 1: Teaching, Learning & Evaluation related Strategies; 2: Co-curricular, Extension and Professional Development Activities; 3: Research and Academic contribution.

Through the first category of Teaching, Learning & Evaluation related Strategies, the candidates self-assess themselves based on the number of subjects taught by them, their involvement in question paper setting, the number of site visits or guest lectures organized by them and their innovative contributions in teaching that year. Innovations in teaching require details about designing curriculum, pedagogy and evaluation methods/ preparation of resource material/ counselling, etc. The candidate furnish the above details to conduct their self-evaluation API score out of maximum 125 credits.

In the second category of Co-curricular, Extension and Professional Development Activities, their improvements in professional competence (details of refresher courses, FDP's, seminars, workshops, etc.), participation in corporate life, discussing their contributions for co-curricular activities, students' welfare and discipline and their professional membership details are recorded. The candidate is asked to self-evaluate based on above criteria on maximum of 50 credits.

The third criteria based on Research Contributions, offers extra credits to candidates, based on their publication of research papers/books/ presentation in conferences, research projects/consultancies, thesis guidance, workshop/seminars/FDP-s, Study/educational tours organized.

The non-teaching staff are assessed based on three broad criteria namely, Work efficiency, Punctuality, Integrity.

Work Efficiency Assessment is done through annual confidential reports and annual performance appraisal. The various parameters for staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Cooperation with superiors, subordinates, colleagues, students and public, Power of Drafting (where applicable), efficient organization of documents and technical abilities (in case of Laboratory staff).

The overall assessment is based on the cumulative grade by the Administrative Officer which is then forwarded to the Director. On satisfactory performance, all employees are granted financial up gradation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

BMS School of Architecture is fully financed & administrated by the BMS Educational Trust (BMSET). The Trust is directly conducting timely internal audits. The external audit is conducted by a professional agency to ensure proper financial compliance.

The internal audit is an ongoing continuous process. Qualified Internal Auditors from external professional agencies have been permanently appointed by BMSET and a team of BMSSA staff work & assist them to do a thorough quarterly basis check and verification of all payments, receipts & vouchers of the transactions cash books, ledger account, review that are carried out in each financial year on an accrual basis system. All accounting systems are computerized and maintained on Tally software. The team reports any errors identified and negotiates action plans with Management to address the concerns. The Management instructs the concerned section to rectify the errors to set right the audit objections. Follow-up on reported findings at appropriate intervals are done. Internal audit team maintains a follow-up database for this purpose. Annual reports are prepared and handed over to BMSET.

The external qualified auditor appointed by BMSET performs audit of the financial statements of the college. The financial records are audited by Chartered Accountants after the end of each financial year. Income & expenditures, balance sheet and prepared notes to accounts are certified. Statutory financial audit of the Institute is conducted in two sessions, first in the month of November/ December for a period of six months starting from 1st April to September and second in the month of May/ June for the period from October to March. Finalization of the account is completed in June and an Annual Audited Statement is prepared in July. The auditor reviews each identified audit objective and determines whether after completion of the audit engagement and after sufficient evidence has been obtained, a conclusion is arrived at and the Annual Audit Statement is prepared.

The audited statement is duly signed by the Director, Finance Officer appointed by the Trust and Chartered Accountant.

Annual budget for the institute is prepared in consultation with various committees and subcommittees in the beginning of the financial year, considering potential income and expenditures (recurring and non-recurring) involved for the year which is based on the plans proposed for future development/programmes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

**Response:** 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

#### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

**Response:**

The Institution is fully funded by BMS Educational Trust, all resources of revenue are mobilised through tuition and miscellaneous fees collected from students as per the norms and regulations implemented by the government and no grant in aid is received from the state or central government

The total number of students allotted by the University and the Architecture Statutory Body, Council of Architecture, New Delhi is 120 for Undergraduate and 20 for Post Graduate program, in all the total strength of students studying in the academic year will be around 500 to 550. The revenue for the college is entirely based on the fees collected from the students in a year.

The main expenditure of the college is towards salary and wages to faculty and other staff. In addition to this the emphasis is in developing the facilities to the students and staff welfare, Research & Project activities, development of labs and classrooms, Library resources and latest technological support (e.g. IT, internet, Wi-Fi etc.), ICT infrastructure, Sports and cultural activities, Training & Placement, Student and staff support measures, Repair & maintenance work, Printing & stationery, etc.

In case of any additional capital expenditure is required the same is met by the Trust. The institute puts forward the request/ proposal to the management for the procurement of the same. After the proper analysis regarding the vendor selection on the basis of quality, price, terms & conditions and quotation

received from minimum 3 suppliers, the purchase is initiated. Further the Purchase Order is raised and the payment is done only after fulfilment of the order with satisfactory norms.

The institute identifies the available resources & facilities that can be shared with the sister concern college located within the same campus. If the resources are available and can be shared, appropriate arrangements are made accordingly by the BMS Educational Trust. Thus, this leads to effective resources utilization such as Transport Facility, Open Air theatre, Sewage Treatment Plant, etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 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

#### Response:

#### Institutional Practice 1 - Academic Audit

Academic audit is a process carried out at the end of each semester to review and evaluate the teaching learning process, as being followed by all faculty members in a uniform manner.

This includes the review of lesson plans, assignment details, evaluation schemes, question papers for internal evaluations, design briefs in case of architectural design, details of site visits/workshops/presentations if any, details of classes conducted as per allocation in the time table, extra or remedial classes and guest lectures held if any, internal marks sheets, and all workshop reports for elective subjects.

This audit ensures conformity and compliance to syllabus objectives and scheme of evaluations as well as the lesson plans prepared before semester commencement. This process is carried out twice, internally and externally. The set of documents are collated by the Internal academic audit coordinator, and then further reviewed by an external academic auditor. The final comments, analysis and outcomes are incorporated in further changes to be considered each semester, such as focussed allocation of remedial classes or reviewing pedagogical methods with faculty members, quality and quantity of guest lectures / workshops among others.

#### Institutional Practice 2 – Faculty Evaluation

The teaching learning process is evaluated from the student perspective every semester with a structured questionnaire and information collected from the students, a proctor system and various committees which are set up for focus areas of concern.

One part involves a structured questionnaire regarding faculty on a set of eight parameters including lecture/studio preparedness, teaching methods & communication, faculty attitude to exploring beyond the

syllabus, faculty accessibility within and outside classrooms, impartial and just behaviour of faculty, general attitude towards students, punctuality in syllabus completion, adherence to schedules and overall performance perception. This questionnaire ranks the parameters on a five point scale from excellent to poor to derive average scores per parameter and an overall average.

This format is essentially based on the bell curve performance appraisal system, to evaluate the best to worst performers. A review is set up with the director for faculty members receiving less than 60% average score as per the eight parameter questionnaire. Further enhancement strategies are discussed along with possible reasons for the feedback received. These are also noted alongside the individual notation on subject and pedagogical methods received from the students. This also helps review the process from both perspectives. Infrastructure concerns such as Library Services, Administrative Office Responsiveness & Support, House-keeping, Amenities, Assembly Activities, Overall Evaluation Pattern, overall rating of the Institute, and other improvements are also enabled with this feedback system.

Yearly syllabus feedback collected per batch from regular and alumni students also enables curriculum enrichment by incorporating their concerns in the regular communication sought by the university. Other than this students have the platform of various committees such as grievance cell, proctor system, anti-ragging committee etc. to voice their concerns and submit regular feedback for enhancement of institutional processes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

#### **Institutional Review & Reform 1 - Teaching Process Review**

The school regularly reviews its teaching learning process at periodic intervals. Prior to commencement of the semester, subject allocation is done, which is followed by subject coordination meetings to determine the pedagogical approach for the forthcoming semester. Lesson plans and scheme of evaluation is finalised and approved by the director. Furthermore, during the semester, syllabus completion is checked periodically along with internal evaluations conducted.

As a result of the continuous evaluation, student performance is reviewed monthly and remedial measures taken. During the term, the proctor system enables subject teachers to highlight slow learners to the respective proctors. Any issues related to absence, non-performance or non-academic issues can be addressed by the proctor by one to one counselling, referring to a counselor for non-academic issues, and updating parents or guardians of students about their progress regularly via Parent Teacher Meetings

(PTMs).

Continuous internal evaluations held periodically aid in identifying learner levels across students categorised into regular and slow learners. Typically the pass percentage for preceding years has maintained at 90% and above. The slow learners identified in the system are offered extra classes and Library hours to help them cope up and catch up with the rest of the class. One to one sessions with concerned faculty to clarify their doubts are also enabled as per time slots available. They are also given time to improvise on their assignments and multiple retests before the term closure to improve their grades.

The institution encourages and supports all the students to participate in competitions, workshops, seminars, college festivals etc. and collaborate with the experts from industry to expand their knowledge and get exposure to academic and professional activities. The school also hosts a number of seminars, workshops and guest lectures toward the same.

The institution also carries out a Course Audit at the end of every semester. This audit takes place on the basis of the documentation that is carried out by the concerned subject faculty over the course of the entire semester. Usually, an expert from the industry is invited to carry out this exercise. The objective behind doing this is to find gaps (if any), identify the challenges with respect to pedagogy, gauge the understanding levels of the students to ensure imparting quality architectural education. The external Auditor deliberates on the course outcomes and programme outcomes for that semester with the concerned faculty. After the intense discussion and deliberation, the Auditor gives his/her feedback and suggestions towards pedagogical improvement to ensure better course outcomes in the subsequent semesters. These deliberations do consider the subject/course structure set by the university that the institution is affiliated to, that is, VTU. The suggestions are taken into account and incorporated to the best degree possible while framing the lesson plans for the subsequent semesters for different subjects. This entire process is periodical in nature and is a learning exercise for all the parties involved, that is faculty members, subject experts, institute administration and the students themselves.

### **Institutional Review & Reform 2 - Guest lectures**

The Institute regularly organises Guest lectures and workshops by practitioners and visiting faculty members to increase the knowledge base of the students.

The revision of VTU syllabus in 2015 marked a major shift in the pedagogical patterns of the school, since this revision significantly enhanced the previous syllabus of 2009. There were differences in sequence and structure of subjects, and also a clearly defined emphasis on principles of design in the core subject of Architectural Design, which carries maximum credit in the scheme of evaluation. This emphasis was outlined specific to each semester and also correlated incrementally across all semesters, leading to the final Architectural Design Project or Thesis in the final year.

These changes were read along with the identification of many industry needs such as practical and hands on training, additional software learning emphasis, a larger dialogue on theory extending beyond the prescribed syllabus, additional skills in allied areas such as interior and furniture design, inclusion of contemporary trends for evaluation, contemporary structural and construction innovations among others, in order to be industry ready, and also to contribute to the profession by experimentation and new products or processes.

Practitioners from the field are invited regularly to the school for guest lectures and as visiting faculty



members to be a part of design and construction studios, and other subjects. This significantly helps the students in developing their skills with contemporary and applied knowledge. The elective courses organise many workshops which enable the students to learn skills and techniques beyond the classroom.

Eminent experts and personalities from allied fields such as art, photography, alternative building materials and methods of construction, origami design application, and many others are also invited to the school to give the students a wider canvas to develop their sensibilities.

This aspect also extends to the national and international study tours conducted regularly wherein students are able to participate in workshops with other institutes and interact with local architects as guides to stellar projects designed by some of the best known names globally. Other than contemporary buildings a number of historical buildings are also studied and documented under the expert guidance of faculty and guest experts.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

**Response:** E. None of the above

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

BMSSA administration promotes inclusivity and gender equity and has always made sure that everyone regardless of gender identity is treated equally by providing them with equal opportunities and platforms to showcase their abilities. There has never been a segregation of students based on any kind of category. Students are encouraged to play an active part in curricular and co-curricular activities.

##### Gender equity & sensitization in Curricular activities

*Group activities* play an important role in teaching - learning process. Projects, site-visits, model making and design process are always conducted in groups without apportioning them on gender basis, ensuring healthy collaboration.

*Project based learning* requires students of both genders to work in group projects. By working together, young men and women have an opportunity to support each other and better understand the nuances of individual behaviour rather than stereotyping gender-based notions. Projects are also created to explore concepts in and around gender and cultural equity, or to work in vulnerable communities to nurture the growth of healthy interdependence.

*Study tours* in which students are accompanied by Faculty are conducted, every year. These tours enable students to explore places and appreciate their culture collectively.

##### Gender equity & sensitization in Co - Curricular activities:

*Sports:* Students are encouraged to participate in various forums organized for sports. Both boys and girls have actively participated and won awards, bringing pride and glory to the institution.

*International Women's Day* is celebrated annually on 8th March since 2017 by organising a small gathering of Faculty. Relevant gender-based issues are discussed and sweets are distributed.

*NASA participation (National Association for Students of Architecture):* Students actively take part in zonal and annual events by organising themselves in groups and work for different trophies.

*Prevention of Sexual Harassment (POSH) Meetings* are regularly held to create awareness and create a safe space for dialogue.

##### Common Facilities provided include the following: -

Separate hostel facilities for boys and girls, on and off campus, within close proximity to the Institute which are accessible through college bus routes. Proper commuting facilities are ensured by providing a sufficient number of buses. Separate restrooms and common rooms are provided for both men and women.



Dedicated Counselling System is in place with an on-campus counsellor available for consultation on a regular basis.

**Facilities for women on campus:** The campus is sensitive to the needs of all ages and genders. The campus has ensured safety and security by installing CCTV and providing 24/7 security guards. The Institute has a Common room for women, separate toilets including those designed for the differently-abled. Women faculty are benefited with maternity leave without loss of pay, according to the Maternity Benefit (Amendment) Act 2017.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** C. 2 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

BMSSA has the required facilities in the campus for effective management of degradable & non-degradable waste, the details are as mentioned below:

**Solid Waste Management:** The segregation of the waste starts from the collection stage itself and separate bins have been allocated for specific categories of waste.

**Biodegradable:** The collected waste is allowed to degrade or decompose in a compost pit away from the public spaces. There are 6 identified locations within the campus where the biodegradable wastes are composted. The compost turns into nutrient-rich, eco-friendly manure which helps in maintaining the vegetation in the campus.

**Non-bio degradable:** Generally, the usage of plastic bags is discouraged within the campus. The segregated garbage is picked by the Municipal Corporation on a regular basis.

**Liquid Waste Management:** Sewage treatment plants have been installed in the campus and the treated water is used to water the gardens within the campus. The STP process involves physical and biological processes, with a load capacity of 2,25,000 litres/day waste water. The wastewater from the toilets as well as the runoff stormwater are diverted to the STP plant for water treatment. A well-constructed network of drainage systems diverts water to a closed collection tank which is cleaned on a regular basis to avoid stagnation of water. The operation and maintenance of STP is usually done by Green Line solution, and agencies are approved by the government. The work order is released on an annual basis. The cleaning of the bar screen and removal of floating matters in the bar screen chamber is done on a daily basis. The backwash and rinsing of multigrade sand-filter and activated-carbon filter are executed on a regular basis or as required.

**Waste Recycling system:** To address the issue of the waste generated in the campus, 'Centre for Reuse' club has been formed. Since academic activities produce enormous paper waste, the Centre for Reuse focuses on the students' discarded portfolios, single side used sheets and architectural models and transforms to reusable products such as diaries, note books, files, folders, notepad, pen, pen holders and other utilitarian products for the College's domestic usage. Most of these workshops involve students. Sometimes it is conducted for the teaching staff, non-teaching staff and housing keeping staff as well.

Apart from paper waste, reuse of old clothes, discarded plastic such as mineral water and cool drink bottles are explored creatively, and thus some aesthetically meaningful installations have been executed. Moreover, these initiatives have resulted in increased awareness and reduction of single-side prints in the office, library and among the staff. Cartridge boxes are used as dustbins wherever possible in the Institute. Several study-models are created by reusing the discarded materials as part of design studios.

With the workshops fostered by the Club, awareness of the 'reduce- reuse -recycle' is disseminated among the student fraternity and the staff.

**E- Waste Management:** E-waste is segregated and stored separately. The waste is handed over to respective vendors. E-waste collection drive was conducted in 2018.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit

**4. Clean and green campus recognitions / awards****5. Beyond the campus environmental promotion activities**

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

- 1. Built environment with ramps/lifts for easy access to classrooms.**
- 2. Divyangjan friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

The students and staff at BMS School of Architecture (BMSSA) belong to a diverse demographic. The Institute believes in the concept of unity in diversity and encourages students to respect different religions, languages and cultures. BMSSA maintains cultural, linguistic, regional and communal harmony among the students and supports socio-economically underprivileged strata of society in education and employment. This diversity is noticed in the composition of faculty members also, with a reasonable representation from

various states of India.

- **Spectrum Week** is a cultural event where students participate in various cultural activities conducted by the Student Council in college. Each day of week is designated to thematic cultural activities like Ethnic Day, Back to School, Cosplay, Debates, On Spot Competitions etc. During this week, the last hour of college is dedicated to fun activities like dance, fun games and rewarding the winner of the competitive events. Irrespective of geographic, cultural and linguistic background all students participate in these events creating strong camaraderie among all and reinforcing the school spirit.
- At BMS School of Architecture, students are allowed to **celebrate festivals** by maintaining the decorum and respecting the sentiments of all. Festivals like Dussehra, Holi, Ganesh Chaturthi, Eid, Christmas etc. are celebrated among the students with prior permission. For instance, even though Onam is originally celebrated in Kerala, it brings together all the students of all regions. Students indulge in various activities like preparing the *pookolam* (traditional flower rangoli) and traditional dance which is performed on Onam in Kerala. These events create an environment where culture diversity is valued and celebrated.
- The school provides the conducive environment for students to learn from their peers and immediate seniors. During the lunch breaks seniors and juniors have healthy discussions about subjects, personal development goals, extra-curricular interests among many other topics, and get together for planning various activities. This brings the students together and contributes to their collective growth.
- All the events are open for anyone to participate from the first to the final year students. Students conduct elections for their council body and representative from each class who will be spokesperson to convey any issue in class or individual, this imbibes openness and unity among the students which creates an inclusive environment for learning together and growing together. Any student can nominate themselves as a candidate regardless of their cultural, linguistic and socioeconomic backgrounds.
- Faculty encourage **group work** so that students work with each other to get sensitized about the different cultural backgrounds and come to a common ground of social harmony. Both students and faculty belonging to diverse linguistic groups also help in overcoming inhibitions and becoming a larger inclusive group. The Institute has codes of conduct for students, faculty and supporting staff, respectively, which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

#### 7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

##### Response:

The Institute continuously makes efforts toward the development of students as responsible and informed

citizens. Faculty and students are sensitised towards their basic values, duties and rights. In this direction, various activities have been conducted as community extension activities. Sensitization of students and employees of any Institution to the constitutional obligations is truly important and makes them realize their prime responsibilities. The college provides a positive environment to the students to understand issues concerning the society so that the students feel productive and confident when they engage with real life problems. The Institute also encourages students to volunteer in ISR activities by organising seminars aimed at developing students' sense of social-responsibility and to spread social awareness about issues like communal harmony, drug abuse, health and hygiene, disaster management etc.

#### **Examples of initiatives undertaken by the institute:**

**Voting awareness:** Students and faculty of the Institution took part in a rally, an initiative to bring awareness among people "To Vote" in the then upcoming elections. The rally began from BMSSA campus and through Doddaballapura road and reached NES bus stop at Yelahanka, where dance, spot painting and skit were performed that was successful in capturing the attention of a considerable crowd to whom the electoral awareness message was reiterated.

**Sadhbhavana Diwas:** Sadhbhavana Diwas is celebrated on the 20th of August to commemorate the birth anniversary of erstwhile Prime Minister of India, Shri Rajiv Gandhi. It is celebrated by the College by taking a pledge in order to encourage national integration, peace, national integrity, love, affection and communal harmony.

**Swacch Bharat Abhiyan:** By sensing the cleanliness required in some of the sites in the vicinity, BMSSA students and faculties volunteered to perform cleaning tasks at various public spaces, including lakes, streets, schools, under flyover areas and railway stations among others.

**Architectural heritage sensitization:** For the better understanding of the architectural heritage, study tours were conducted to understand the need to conserve our heritage and culture which include both tangible and intangible aspects. Locations such as Bhutan, Rajasthan, Badami Aihole among others have been visited.

**Days of National and Regional Importance:** BMSSA celebrates Independence Day and Republic day commemorating the importance of National identity and integrity. Kannada Rajyotsava which represents the unification and formation of Karnataka State is also celebrated with cultural programs. All state festivals are celebrated as permissible within time limits and the academic calendar.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>

#### **7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

##### **1. The Code of Conduct is displayed on the website**



**2. There is a committee to monitor adherence to the Code of Conduct**

**3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**

**4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

National festivals of a country hold a great importance in the heart of her citizens. On these occasions people from all walks of life unite together under the blanket of nationalism and celebrate with joy and integrity. They remind us about the sacrifice of the national leaders and freedom fighters. In this spirit, BMSSA commemorates our national and regional history on these days enabling the young generation to experience a sense of pride and feeling of oneness. Students participate with much enthusiasm and excitement. They take part in the celebrations with exceptional zeal and enrich their knowledge about their roots. Celebrating events and festivals in our school have become an integral part of learning in a child.

- **Republic day** is celebrated on 26th January every year. It was on 26th January 1950, when the constitution of India came into effect with the efforts of our leaders. At BMS School of Architecture, it is celebrated by hoisting the tricolour flag followed by the National Anthem. After the Chairman's address, cultural events organised by students are presented. It brings confidence and gives a platform for the students to showcase their talent.
- **Independence Day** is celebrated on 15th August every year. It commemorates the glorious day of Independence of India from British Raj in 1947. Flag housing ceremony followed by the National Anthem and cultural events and sports activities are conducted in college for students.
- **International Yoga day** is celebrated on 21st June. Yoga is an invaluable gift of India's ancient tradition, to inculcate the age-old Indian tradition of leading a healthy and balanced life. It embodies unity of mind and body, thought and action, restraint and fulfilment, harmony between man and nature, a holistic approach to health and well-being. At BMS School of Architecture, yoga sessions are arranged for faculties and students guided by an expert in the field. As per the direction of VTU and Govt. of India every year this day is celebrated since 2016 in college premises.
- **Karnataka Rajyotsava** is celebrated on November 1st, it marks the day of formation of the State of Karnataka on 1st November 1961. Stand Up comedy shows were organised during Eikamatya (2018) and Vaibhava (2019) Festivals. Activities like tug of war, lemon and spoon, lagori, folk dance are organised by students with coordinator Faculty. Activities are not exclusive to students

but faculty, teaching non-teaching staff to participate. It develops organisational skills and unity among the students. Students participate without any cultural, regional, and linguistic barriers.

- **International Women's day** is celebrated on 8th March. Women are recognized for their achievements without regard to divisions, whether national, ethnic, linguistic, cultural, economic or political. At BMSSA, a small get-together of all faculty, Non-Teaching staff and housekeeping staff where gender-based issues are discussed in an open forum. Sweets were distributed at the end of the program as part of the celebration.

These events are organised by the Institute with the students and staff to inculcate a sense of integrity and celebrate our collective identity.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>

## 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: 'Centre for Re-Use'**

#### **Objectives of the Practice**

BMSSA believes in the ideals of maintaining a green campus and promoting sustainable lifestyle. First of all, the reduction of waste generation is of primary concern in the office, library, classrooms and staff rooms. Secondly, generated waste is channelized and segregated for reusing. With the collective creative efforts, collected waste is transformed into utilitarian and aesthetic products. These products are intended towards the regular needs of the college as well as aestheticization of the college ambience. Last but not the least, to create awareness about 'repair-reuse-recycle' among the staff and students, various events are conducted which contribute to the sustenance of the practice.

#### **The Context**

As an Architectural college, a huge corpus of paper wastes of different kinds were being generated, that presented as a major ethical challenge. On the other hand, paper-based articles are required on a daily basis for meetings, lectures and other academic workshops/ presentations. The 'Centre for Re-use' was initiated to bridge the gap and several workshops and activities were organised. In this direction the major challenge was to address the— 'ignorant gaze at waste'—to remove the mental blocks about re-use of neglected/ discarded things as well as the 'passive thoughtless' leanings towards frequent procurement of new articles, where there is scope of reusing the articles. Furthermore, to generate creative ideas and to encourage participation and facilitate a productive ambience, were pivotal aspects of these activities. COVID 19 scenario's challenges were successfully tackled by maintaining Standard operating procedure



and by following the health guidelines/ precautions.

### **The Practice: A Series of workshops**

Creating awareness among housekeeping staff and involving them in the workshops is the uniqueness in our practice. They are exposed to different ideas and equipped with several skill sets. One of the housekeeping staff, Subbarathnamma prepares cotton cloth washable masks for COVID19 for sale, and her additional income helps her meet her family's needs in this difficult time.

Teaching and non-teaching faculties participate in these workshops and create several utilitarian items for their own use. With the participants' interests household damaged cloth articles were bought and minor damages were repaired, some more worn out non-repairable cloths were transformed into laptop sleeves, water bottle bags, hand bags and multipurpose bags. Discarded thick sheets of their models were reused to create pen holders cum calendar.

Some of the discarded models and sheets were transformed into a monumental scale lively mural on the wall in Block B of the institution that has added aesthetic dimension to the wall and its immediate space.

Used plastic bottles were accumulated out of which a chandelier was created for the 1st floor corridor in A Block of our institution, some of the discarded bottles were used by students for classroom exercises to study anthropometric models and some more bottles were used to create a seating arrangement.

Old newspapers are used by the students to make models in the classroom to study design principles. Paper bags were produced for our mundane usage. Pens were produced by rolling old newspapers and discarded papers. By reusing the old portfolio sheets diary, note books, note pads, sketch pads and files/ folders were produced.

BMSSA Faculty conducted a bookbinding workshop at Kendriya Vidyalaya (Air Force Station Yelahanka, Bengaluru) and motivated (high school) kids to repair and reuse their books, and also book making out of single side used papers.

### **Evidence of Success**

The impact of these workshops can be seen in the college. One of the major accomplishments is the increasing awareness among the students, teaching and non-teaching staff. All the faculties and staff at staff rooms, office and library are re-using single side printed sheets. Computer encasement at several classrooms is produced out of reused furniture parts. Cartridge boxes are employed as dustbins. Used sanitizer bottles, spoons, pens, sheets, cardboard boxes, brushes and other day-to-day used materials are being collected at collection points and used for the workshop ('Centre for Re-use') systematically. For instance one can witness Ar. Renjin Cherian uses discarded plastic bottles to drip water to his plants at his domestic space. Our house-keeping staff also have inculcated these values, for instance, one of our housekeeping staffs Subbarathnamma produces COVID-19 masks out of cotton clothes.

Because of this awareness in the College waste generation is eventually and significantly reduced. Additionally, since the establishment of the club 'Centre for Re-use' the unavoidable waste is reused in creative ways through the workshops, classroom activities and even on day-to-day lifestyle.

In the Campus wastewater is recycled and reused for the garden, in addition, fallen green waste is collected

and processed in a compost pit to form manure. Furthermore, both of which are used for gardening. The garden was awarded in 2018-19 by The Mysore Horticultural Society, Lalbagh, Bengaluru.

### **Problems Encountered and Resources Required**

First, to familiarize the college community with the idea of repair-reuse-recycle was the initial problem since purchasing readily available articles seems to be the 'normalized' pattern. This was changed by sensitizing to the repair-reuse-recycle sensibilities.

To segregate the waste, channelize and to handle it was another problem since it was a collective yet individual effort. One has to respond at the personal level with a certain degree of interest in it, so that materials will be accumulated. Segregation of materials also needs some basic idea about the possible products.

Thirdly, this type of activity finds its success only on the individual's participation in a team effort. Additionally, creative ideas are the crucial aspect of these workshops. Each type of workshop requires different tools and basic resources, workshops dealing with needs paper cutting tools, Scissors, cutters, cutting pad, steel ruler, needle, hammer, chisel and glue. Activities dealing with cloth need sewing machines in addition.

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## **Best Practice 2: Social responsibility (Sensitizing the youth to social issues and reforms)**

### **Objectives of the practice:**

The objective of the practice is to mould the young generation to become informed human beings who are sensitive towards the needs of the society and to create a platform for the students to explore their potential so that they know how they can contribute towards the betterment of the community. To nurture students as citizens with moral, ethical and social values they are encouraged to provide service to the people through volunteering programs and awareness events. Students and faculty work together to discharge their obligations towards the society. This enables the students to become socially responsible citizens.

### **The context:**

The present-day educational institutions focus on providing top class education with state of the art facilities. Though the students excel in academics and graduate with high grades, they may not be fully aware of many issues related to the society, to which they can effectively contribute, either with their skills or their time. So, it is very essential for a young architect to understand the social and political issues around them. When the students take part in social camps, they can explore their capabilities and identify how they can be a resource to the society. This can be possible by sensitizing, motivating and encouraging these young minds to actively take part in social activities along with the curriculum. BMS School of Architecture as stated in its vision also states that the school pledges to instil humanist ideas and societal values in the future generation of architects.

### **The practice:**

At the BMS school of Architecture the students and staff discuss specific problems associated with their immediate neighbourhood. They come up with a strategic plan to address a particular problem and acquire the permission from the concerned authorities to set an action plan. The school then organizes a weekend campaign/ drive involving students, teachers and non-teaching staff to achieve a set of achievable goals. The scale of the programs may range from 1-3 days involving anywhere between fifty to hundred participants based on the scale of the project.

Identified social issues which are addressed through community extension activities include lack of gender sensitivity, lack of awareness regarding health and cleanliness, unsustainable living practices due to environmental insensitivity, inadequate infrastructure in local government schools, depleting green cover in surrounding localities and vulnerabilities resulting from poverty, natural calamity etc. In the past years, the BMS School of Architecture has organized several environmental enrichments programs like Lake cleaning project, cleaning of public spaces like Dodajalla railway station, Majestic railway station, plantation drives, re-painting of several government schools in the nearby vicinity etc. Clothes donation was a special event conducted which involved collection of old clothes and blankets from students, faculty of BMSSA and donating the same to construction workers who were in need. Blood donation campaigns are organized every year in association with Red Cross Society. Sensitivity towards people who have been affected from natural calamities like floods, has been expressed and emergency relief response, an outreach activity, in collaboration with state disaster management authority was conducted to support the people from Uttara Karnataka floods. Students across all the semesters take part in the events. Students and faculties of the Institution took part in a rally, an initiative to bring awareness among people “To Vote” in the then upcoming elections. The rally began from BMSSA campus and through Doddaballapura road and reached NES at Yelahanka, where dance, spot painting and skit were performed that was successful in capturing the attention of a considerable crowd to whom the electoral awareness message was reiterated.

Senior students have always taken the initiative to help their juniors in understanding and taking forward such activities which helps in serving the society by setting good examples on their own. Some activities are aligned with Government initiatives like Swachh Bharat Abhiyan, Unnat Bharat Abhiyan etc.

For details, please refer criteria 3.4.3

#### **Evidence of success:**

This campaign at the BMS school of Architecture has motivated many of its students to participate in several other social causes apart from the college initiatives and some of them continue to take part in such activities even after they graduate from the college. Many of our faculty and students have taken-up several research topics associated with social causes for their thesis and research work which is a very significant development in recent years.

For example, during the Covid-19 lockdown, students helped various NGOs to provide basic necessities to people in need. Faculty and students have enthusiastically participated in blood donation camps. “Painting schools exercise” is an initiative that has motivated many students to work with NGOs and have contributed in various ways including designing their graphical content. Several final year students chose thesis projects that were related to social issues inspired by their participation in the social work with BMSSA. Over the years we have seen a rise in such thesis topics related to people-centric design. Additionally, faculty member Ar. Binny Johnson, Asst. Professor volunteered for “Covid warriors of BBMP” by actively collating the database of the specific ward related details.

**Problems encountered:**

Initially, creating awareness among students and motivating them to participate towards social causes was a challenging task. Building trust among students and encouraging them to actively participate in the events was a major responsibility of the school. Also, the area being a developing one finding volunteering activities nearby was also a challenge. Slums and rural areas were not always receptive to effort initiation. This took some time to change, but it turned when the institution gathered some ground with consistent efforts. At BMSSA it was ensured that prior permissions were taken from the concerned authorities for each and every event. Attempts were made to engage students from all semesters in these activities. They were duly notified of the same by the event coordinators. And all the activities were conducted with careful supervision. Safety gears were provided to all its participants throughout the event.

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File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for Best practices in the Institutional web site	<a href="#">View Document</a>

**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:**

Embracing the principle that knowledge grows through sharing, faculty of BMSSA believe in practise sharing expertise, ideas and experiences. Faculty forum is a showcase of excellence in teaching & learning and in awareness about latest industry innovations, trends and best practices, a sharing of cultural and wider societal interests. Held every month, faculty forum is a great opportunity to engage in discussions about innovative teaching methods, research in growing technology, faculty experience in course development, workshops attended and many more. Through the forum, the faculty assemble to hear their colleagues make presentations and to participate in the discussions that follow. The encouragement and challenge provided by the diverse audience helps in nurturing one's technological and creative strengths as ethical professionals, creative designers and informed citizens. It also includes demonstration of special skills and interest of various faculty members and acts as a team building activity for all.

BMSSA works on the principle of encouraging faculty for higher education and research, which help in their continuous professional development, staying abreast with ongoing innovations in industry and academia, also motivate and strengthen themselves as torchbearers of generating new knowledge and research for the benefit of teaching, learning, industry and the society at large.

**ABOUT FACULTY FORUM**

### **Aims and objectives of the Forum:**

1. Promote freedom of thought, expression and action in fulfilling academic responsibilities.
2. Ensure faculty participation in the formulation and implementation of policies of the institute.
3. Promote the highest level of ethical and professional standards among the teaching and research community.
4. Foster a spirit of fraternity, unity and cooperation amongst the members.
5. Improve the professional status and prospect of the members.

### **List of some innovative ideas and observations brought forward by faculties of BMSSA:**

#### **1. Recycling materials:** by Ar. Shantanu Chikodi

Though technology plays an important role in building science, it is equally important to also realize cost can play an important role. The new technologies come at a cost to the consumer. And thus the consumer is equally responsible for the impact on the resources. Lecture demonstrated few alternative technologies in building construction using up cycled discarded materials.

**Outcome:** Our faculty (Ar. Akshatha Devi) utilised discarded materials to make flower-pots after getting inspired from the faculty forum conducted by Ar. Shantanu who demonstrated alternative technologies using recycled and discarded materials.

#### **1. Coalition of Photography with Painting** by Artist Chandan Kashyap

The talk elucidated the fact that painting tradition and photographic medium both complement each other mutually giving rise to a plethora of possibilities that can be explored by artists and enthusiasts.

**Outcome:** Faculties in charge of Architectural Design of 4th year B.Arch. held a session on Infographics during their respective Design Studio hours for use in the students' Thesis Presentations and Portfolio making.

#### **1. Art through the eyes of a designer** by Artist Priya Ranjan Behra

The speaker shared his experience of his artistic journey through painting. He discussed about the different moods and how moods are reflected in his paintings. He presented to the audience Sky series, Horse series, Buddha Series and Charcoal Series.

**Outcome:** Our faculty (Ar. Vinutha B.G) attempted digital illustration after getting inspired from the faculty forum.

#### **1. Presentation on Bamboo as a contemporary material** by Ar. Binny Johnson

The presentation was on strength and characteristics of bamboo, types of species and their applications. A detailed presentation about the construction details were also given.

**Outcome:** Our faculty (Ar. Harish) extended the knowledge of this particular session from the faculty forum conducted by Ar. Binny Johnson on bamboo construction details and experimented with the same in an interior design project implemented by his office.

### 1. Sri Lanka Tour and Glimpses by Ar. Harish

The tour explored the works and spaces designed by Ar. Geoffrey Bawa. The cultural heritage of Sri Lanka was also experienced.

**Outcomes:** Faculties of subjects like History of Architecture, Theory of Architecture and Contemporary Architecture included the architectural style and motif patterns into their class sessions.

#### 1. Design pedagogy: by Ar. Cecon Swain

A presentation was given on design pedagogical approach giving special focus on interdisciplinary practice for 1st Semester studio.

**Outcome:** 1st Year design tried incorporate interdisciplinary courses like sacred geometry, fractals, Mobius strips based on presentation conducted by Ar. Cecon Swain on Design Pedagogy.

#### 1. POSH 2013 Act, guidelines and compliance by HEI (Higher Education Institute): by Ar. Shweta Gupta

The session explained the POSH 2013 Act, the history of the Vishakha guidelines, how and why this law was brought about, what constitutes Sexual Harassment, the procedure for filing complaints and redressal mechanism, formation and responsibilities of the Internal Committee required to be formulated as per the act, other compliance activities and formal requirements towards the prevention of sexual harassment on campus. The session also elaborated how faculties and all members of the campus can support better awareness and understanding to prevent undesirable actions and incidents, also towards implementation, in terms of personnel and infrastructure.

**Outcomes:** The meeting attendees got a clear understanding on what comes under the purview of the Act. They also got a clear idea of how to conduct sensitization and awareness programs toward gender issues and related issues, as preventive measures.

Faculties who get enlightened with relevant information makes effort to deliver it to the students through workshops, class activities and seminars. An example being the bamboo workshop which was explicitly covered as part of a session. Faculty forum not only acts as a source of exchange of information amongst faculties but also helps in adding value to the curriculum.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

The top University ranks achieved by BMSSA students, since its inception, certify to the academic excellence & the quality of education delivered by the School. The students have brought laurels by attaining the University first & ninth ranks for undergraduate program in 2015, followed by fourth, seventh & eighth ranks in the next year. The third batch achieved the fifth rank in 2017 and seventh & tenth ranks in 2018. Students from the Postgraduate program in Urban Design attained first & second ranks in 2018, followed by first, second and third ranks in 2019, at University level.

BMSSA students have received Citations in Zonal NASA for dance & photography events. At the National level, students have won awards in the Annual NASA Design Competition, Architectural Journalism trophy, Reubens trophy, Laurie Baker trophy etc.

Faculty at BMSSA represents a wide range of innovative approaches to Architectural education. Being a unique blend of practicing architects and academicians from reputed institutions like IIT's, IISC, SPA, CEPT etc. the faculty together develop a unique and robust plan of action every semester for each subject to keep the students intrigued and engaged, and are committed to improving the standards of education by exploring new methods of instruction.

The ministerial staff, a diverse group of compassionate qualified & experienced individuals, who are completely dedicated & supportive to the institution in achieving its goals and were catering to the student needs.

With five graduating batches, the institution is now poised to excel with its strong team of faculty, enthusiastic students, and supportive management, chaired by Shri M. Madan Gopal (Retd. IAS, Add'l Chief Secretary, GoK), Chairman, BMSSA, Dr. Ragini Narayan (Donor Trustee), Dr. T. Dayananda Pai (Educationist and Trustee) and Shri. Aviram Sharma (Trustee). The Governing council adheres to the norm of including nominated architect-members from affiliating university (VTU) and the approving body (CoA). Under the able guidance of the management team, eminent architect members and BMS brand the school is confident to realize its commitment to educate future generations of ETHICAL professionals, CREATIVE designers and INFORMED citizens, through a robust, multidimensional approach.

### Concluding Remarks :

The school focuses in the areas of academic development, co-curricular & Extra-Curricular activities, eco-friendly environment, Staff & Student welfare measures. Many best practices were followed such as, Faculty Forums, Town hall meetings, Life of a Trainee program, Open day, Spectrum Week, Non-Teaching Staff training programs, Department Advisory Committee, Alumni meet, Collaborations, Green campus initiatives such as Plantation drives, Back in School program, Alumni Meets, Scholarship to weaker section students, Best Library user Award, Best Teaching staff award based on student Feedback, Sponsorship to faculty, Health insurance to all the students and staff.

The school has well deployed policies and constituted committees/cells to impart good values, ethics & skilled professionals in fostering responsive citizens to the society and nation. Adhering to the UGC guidelines we

have constituted student centric cells such as Anti-ragging Committee, Grievance Cell, POSH Committee, Gender Champions Cell etc. Empowering the students through social responsible activities, indulging orientation & training programs on multi-disciplinary opportunities, art & cultural promotions through festival celebrations & spectrum week, Encouraging sports and inter-college collaborations, NCC & NSS promotion, constituting reading club and many other activities to encourage & develop the skills interested to the students.

Thus the approach adopted by the school is striving to encourage students to think out of the box and explore the limits of architecture and other diversified prospects. In addition the **BMS** brand is helping to differentiate itself in their profession and leading the students achieving high standards of outcome in their future growth.

## **FORWARD**

BMSSA shall continue its collaborations nationally & internationally extending to Universities and other prominent Educational institutes like IIT, IISC, SPA, CEPT etc. Focused towards establishing research culture among faculty & students through Paper publications, setting up centers to initiate integrated programs inclined towards NEP 2020 Policy, Organizing International Conferences/symposiums, applying for collaborative Indo-Joint research projects.

Aiming to accreditation and raking to the institution is the way forward the school is intended through which quality and commitment can be strategized and enhanced for substantiating the mission of the school.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p><b>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>15</td> <td>13</td> <td>8</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>15</td> <td>13</td> <td>8</td> <td>9</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	8	15	13	8	9	2019-20	2018-19	2017-18	2016-17	2015-16	8	15	13	8	9
2019-20	2018-19	2017-18	2016-17	2015-16																	
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2019-20	2018-19	2017-18	2016-17	2015-16																	
8	15	13	8	9																	
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p><b>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>483</td> <td>462</td> <td>424</td> <td>414</td> <td>349</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>483</td> <td>462</td> <td>424</td> <td>414</td> <td>349</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	483	462	424	414	349	2019-20	2018-19	2017-18	2016-17	2015-16	483	462	424	414	349
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1.3.2	<p><b>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</b></p> <p><b>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>87</td> <td>84</td> <td>76</td> <td>63</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>06</td> <td>06</td> <td>03</td> <td>03</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	87	87	84	76	63	2019-20	2018-19	2017-18	2016-17	2015-16	06	06	06	03	03
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87	87	84	76	63																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
06	06	06	03	03																	

1.4.1	<p><b><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></b></p> <p><b><i>1) Students</i></b></p> <p><b><i>2) Teachers</i></b></p> <p><b><i>3) Employers</i></b></p> <p><b><i>4) Alumni</i></b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 49 Answer after DVV Verification: 36</p>																				
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. <b>Total experience of full-time teachers</b> Answer before DVV Verification : 176 Answer after DVV Verification: 173</p>																				
3.1.2	<p><b>Percentage of teachers recognized as research guides (latest completed academic year)</b></p> <p>3.1.2.1. <b>Number of teachers recognized as research guides</b> Answer before DVV Verification : 2 Answer after DVV Verification: 2</p>																				
3.3.3	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p>3.3.3.1. <b>Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</b> Answer before DVV Verification:</p> <table border="1" data-bbox="306 1749 1046 1883"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>14</td> <td>6</td> <td>8</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1962 1046 2096"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>14</td> <td>6</td> <td>8</td> <td>13</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	4	14	6	8	13	2019-20	2018-19	2017-18	2016-17	2015-16	4	14	6	8	13
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4	14	6	8	13																	

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	4	4	5	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	4	2	2

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
538	197	244	209	115

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
215	197	144	109	115

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	2	2	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

4	2	2	2	0
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3.5.2 **Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

3.5.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	1	1	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	1	1	1

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 18

Answer after DVV Verification: 14

Remark : As per the HEI documents provided with the Metric during clarification.

4.1.4 **Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11.58	1.18	9.97	0.99	0.72

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
74.49	59	618.75	568.45	37.32

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical 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:

2019-20	2018-19	2017-18	2016-17	2015-16
11.58	1.18	9.97	0.99	0.72

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11.58	1.18	9.97	0.99	0.72

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	6	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	5	0	0

**5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	9	7	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	8	7	1	1

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	0	0

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

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2099	1994	1797	1495	1015

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	17	10	7	6

5.4.2 **Alumni contribution during the last five years (INR in lakhs)**

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

6.3.2 **Average 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:

2019-20	2018-19	2017-18	2016-17	2015-16
18	8	4	5	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	6	4	5	3

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

**6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	10	10	10	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	6	5	4	4

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
39	33	34	33	28

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	5	1	4	1

**6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the**

**last five years (not covered in Criterion III)**

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.47	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

6.5.3

**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : D. 1 of the above

Answer After DVV Verification: E. None of the above

7.1.2

**The Institution has facilities for alternate sources of energy and energy conservation measures**

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the HEI statement in the response dialogue box and the data provided by the HEI in clarification to the observations raised. The HEI photographs are not clear on the aspect of Solar power generation. Only solar Thermal power usage along with LED usage considered.

7.1.4

**Water conservation facilities available in the Institution:**

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**



	<p>Answer before DVV Verification : B. 3 of the above          Answer After DVV Verification: C. 2 of the above          Remark : As per the HEI documents provided with the Metric during clarification. The HEI was requested to provide Bills for the purchase of any equipment for the facilities created under this metric. The HEI has attached distant photographs of a building that does not support claim of STP.</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above          Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Divyangjan friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above          Answer After DVV Verification: B. 3 of the above          Remark : As per the HEI documents provided with the Metric during clarification.</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>87</td> <td>84</td> <td>76</td> <td>63</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>87</td> <td>84</td> <td>76</td> <td>63</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	87	87	84	76	63	2019-20	2018-19	2017-18	2016-17	2015-16	87	87	84	76	63
2019-20	2018-19	2017-18	2016-17	2015-16																	
87	87	84	76	63																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
87	87	84	76	63																	
2.2	<p><b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b></p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
69	69	69	69	59

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
70	70	70	70	60

2.3 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
114	85	84	58	62

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
120	94	88	58	62

3.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
49	41	39	39	20

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
43	25	27	31	15

4.2 **Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
88.54	65.40	69.56	48.83	39.96

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
588.54	572.4	629	575.83	539.96

4.3 **Number of Computers**

Answer before DVV Verification : 112

Answer after DVV Verification : 93

NAAC