APPLICATION FOR EXTENSION OF APPROVAL

Date : 03-02-2026

To
The Registrar,
Council of Architecture,
New Delhi

Institute Code: **MH24**

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

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

Sir,

We have verified/updated the institute profile on COA portal and submitted the application(s) for EXTENSION OF APPROVAL for **Bachelor of Architecture , Diploma in Architecture ,** in respect of our institution on **03-02-2026** .

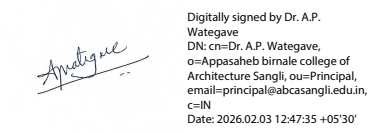
We have also uploaded the Self-assessment report for academic performance of the institution on the portal on **03-02-2026**. The Institution shall pay the required fees on the portal of the after verification of digital signatures on the application by the Council

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

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

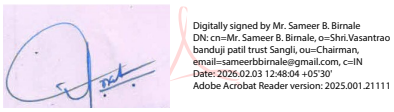
Thanking you,

Yours Faithfully,



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

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



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

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

General Profile

Academic Session : 2026-2027			
Parent's Organization			
Name of Trust/Society/University	Shri Vasantrao Banduji Patil trust sangli	**Date of Registration**	25-02-1971
Registered Communication Address	c/o Shri Vasantdada Patil Avurvedic Medical College Near Income Tax office South Shivaji Nagar, Sangli-Miraj Road sangli	**State**	MAHARASHTRA
City	Sangli	**Pincode**	416416
E-mail Address	vbptsangli@gmail.com	**Website**	
Number of Higher Education Institutes run by Trust/Society/Company	5	**Name of President/Chairperson**	Shri Sameer B.Birnale
Mobile no	9373759595	**E-mail**	birnalesameer@gmail.com
Name of Secretary	Shri P.G.Patil	**Mobile no**	9422614509
E-mail	vbptsangli@gmail.com	**Website**	
Whether the Trust/Society/Company is formed by the group of Architects	No		
Institutional Details			
Full Name of Institution	Shri V.B.Patil Trust`sAppasaheb Birnale College Of ArchitectureSANGLI	**Type of Institution**	Private College
Category	General	**Name of Affiliated University/Board**	Shivaji University, Kolhapur
Geo Map			
Longitude	16.866199	**Latitude**	74.587226
Address of the Institution	South Shivaji Nagar, Sangli-Miraj RoadNear Income Tax Office	**State**	MAHARASHTRA
City	Sangli	**Pincode**	416416
Landline number	2323746	**Mobile no**	9604861666
Email	contact@abcasangli.edu.in	**Website**	https://www.abcasangli.co.org
Nearest Railway Station	Sangli Station	**Distance to Railway Station (km)**	2
Nearest Airport	Kolhapur	**Distance to Airport (km)**	50
Name of the Head of Program	Ar. ARUNDHATI PRAVIN WATEGAVE CA/2004/33552 LAXMI ,1-A,RAJWADA GANESH DURG Sangli - 416416 MAHARASHTRA Mobile:9604861666 Email:apwategave@gmail.com	**Valid Up To**	Valid Till: 31-12-2035
Designation	Principal		
Program			

Program	Application Type	Duration(Year)	Intake	Year of Commencement
Bachelor of Architecture	Extension of Approval	5	60	1993
Diploma in Architecture	Extension of Approval	3	40	2025

APP/EXTN/MH24/2026/5710

2026 - 2027

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

Enrollment Data

Academic Year	Sanctioned Intake	Students Admitted	Students Enrolled by COA	Remarks
2025-2026	60	40	40	
2024-2025	80	27	27	
2023-2024	80	23	23	
2022-2023	80	38	38	
2021-2022	80	26	26	

Details of Student Graduated

Academic Year	Intake	Graduated
2024 - 2025	60	67
2023 - 2024	80	41
2022 - 2023	80	72
2021 - 2022	80	75

intake Data

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

Owenership & Suitability of Land

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

Building Status

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

Building Resource

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

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

Studio Details(UG)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
STUDIO 02	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY ALONG WITH HD WEB CAM ASSISTANCE STUDIOS ATE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 01	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 04	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 03	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 05	10.45	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 06	10.453	9.45	98.75	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 07	9.54	12.54	119.63	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 08	9.54	12.54	119.63	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 09	15.62	08.45	131.99	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 10	10.3	08.45	87.04	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document
STUDIO 11	11.95	06.45	77.08	ADVANCE DIGITAL STUDIO WITH LCD PROJECTOR FACILITY. ALONG WITH HD WEB CAM ASSISTANCE. STUDIOS ARE WITH WELL CONDUCIVE ARCHITECTURAL ENVIRONMENT.	View Document

Lecture Rooms Details (UG)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
CLASSROOM 01	5.51	10.00	55.10	Lecture Rooms With LCD Projector and Audio Visual Facility & Advanced Smart Board Facilities	View Document
CLASSROOM 04	11.85	6.00	71.10	Lecture Rooms With LCD Projector and Audio Visual Facility & Advanced Smart Board Facilities	View Document
CLASSROOM 03	4.87	9.92	48.31	Lecture Rooms With LCD Projector and Audio Visual Facility & Advanced Smart Board Facilities	View Document
CLASSROOM 02	5.51	10.00	55.10	Lecture Rooms With LCD Projector and Audio Visual Facility & Advanced Smart Board Facilities	View Document

Contstruction Yard Details(UG)

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

Other Spaces

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

Computer Details (UG)

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

Library

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

Particulars	Required	Available	View Doc
Books - Volumes	5730	6689	View Document
Books - Titles	1910	3644	
Journals – National	8	12	
Journals - International	2	5	
E- Journals	1	1	

Lab and Workshop Details (UG)

Lab and Workshop Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
Model Making & Carpentry Workshop	8.88	6.30	55.94	Well Equipped Carpentry Workshop and Space for Model Making	View Document
CLIMATE & ENVIRONMENT LAB	4.77	6.45	30.77	ADVANCE CLIMATE AND ENVIRONMENT LAB WITH UPDATED LABS EQUIPMENT	View Document
SURVEYING LAB	3.79	6.3	23.88	ADVANCE SURVEYING LAB WITH UPDATED LABS EQUIPMENT	View Document

ELECTRICAL/LIGHTING/ILLUMINATION LAB	4.77	6.45	30.77	ADVANCE CLIMATE AND ELECTRICAL/LIGHTING/ILLUMINATION LAB WITH UPDATED LABS EQUIPMENT	View Document
MATERIAL MUSEUM LAB	4.77	6.45	30.77	ADVANCE MATERIAL MUSEUM LAB WITH UPDATED LABS EQUIPMENT	View Document
LANGUAGE LAB	4.77	6.45	30.77	ADVANCE LANGUAGE LABS EQUIPMENT	View Document

DETAILS OF LAB EQUIPMENT	
Document	View Document

Software Details	
View Document	View Document

Peripherals (Scanners,Plotters and Printers) Details	
Document	View Document

Other Details	
Particulars	Uploaded Document
Copy of Trust Deed/Society Registration	View Document
Copy of Central/State Act of University/Institution, if applicable	View Document
Course curriculum / Syllabus of programme duly approved by the Governing Council of University and/or competent authority	View Document

Detail of Funds	
Particular	Uploaded Document
Corpus/ Endowment fund as prescribed by Government/ University/ Council.	View Document
Statement of funds earmarked for construction and furnishing (Wherever required).	View Document

Human Resources

Head of Institution

S.No.	Faculty Name Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Adm.Desig.	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Ms. ARUNDHATI PRAVIN WATEGAVE CA/2004/33552 (31/12/2035)	Professor (12) Salary: Rs. 115408	Principal	Full Time Saturday, August 03, 2024 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1995 - 2000)	Division (First) 60.50%	APPASAHEB BIRNALE CO...	I/C PRINCIPAL **(Full Time Teaching)**	1 Years, 4 Months, 23 Days
					Master of Architecture (2006 - 2008)	CGPA () (65.00%)	Appasaheb Birnale Co...	Principal **(Full Time Teaching)**	1 Years, 3 Months, 24 Days
					Doctorate degree in Architecture (2014 - 2020)	CGPA () (NA%)	APPASAHEB BIRNALE CO...	ASSISTANT PROFESSOR **(Full Time Teaching)**	12 Years, 4 Months, 7 Days
							PROPRITER	PRINCIPAL ARCHITECT **(Professional)**	6 Years, 6 Months, 30 Days
							Total Experience	21 Years, 6 Months, 24 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	19 Years, 6 Months, 23 Days	

Professor (Design Chair)

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Mr. RAJESH VISHWANATH SATHE	CA/1994/17231 (31/12/2030)	Professor (Design Chair) (16)	Tenure Based Tuesday, July 01, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1988 - 1993)	Division (Second) 55.33%	Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)** (From 01/07/1994 to 30/06/2006)	11 Years, 11 Months, 29 Days
					Master of Architecture (2006 - 2008)	Division (First) 66.10%	Appasaheb Birnale College of Architecture sangli	Professor (Design Chair) **(Full Time Teaching)** (From 01/07/2018 to 28/01/2026)	7 Years, 6 Months, 28 Days
							Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)** (From 15/09/2008 to 30/06/2018)	9 Years, 9 Months, 13 Days
							Total Experience	29 Years, 4 Months, 11 Days	

Professor

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Mr. VINAYAK DHONDIRAM RASAL	CA/2001/28086 (31/12/2032)	Professor (16)	Full Time Monday, July 02, 2018 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1996 - 2001)	Division (Second) 51.42%	Appasaheb Birnale College of Architecture, Sangli	Assistant Professor **(Full Time Teaching)** (From 01/07/2010 to 30/06/2018)	7 Years, 11 Months, 29 Days
					Master of Architecture (2010 - 2012)	Division (First) 60.20%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/07/2018 to 01/01/2026)	7 Years, 6 Months, 1 Days
							Proprietor	Principal Architect **(Professional)** (From 01/01/2002 to 30/03/2010)	8 Years, 2 Months, 27 Days
							Total Experience	23 Years, 8 Months, 27 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	21 Years, 8 Months, 27 Days	

Associate Professor

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Mr. SHANTANU PRAKASH JAGTAP	CA/2006/39012 (31/12/2028)	Associate Professor (18)	Full Time Saturday, July 01, 2006 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1997 - 2002)	Division (First) 69.00%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	PROFESSOR **(Full Time Teaching)** (From 01/07/2019 to 30/09/2023)	4 Years, 2 Months, 30 Days
					Master of Architecture (2009 - 2012)	Division (First) 61.00%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/10/2023 to 01/01/2026)	2 Years, 3 Months, 1 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/01/2007 to 30/06/2019)	12 Years, 5 Months, 27 Days
							Total Experience	18 Years, 11 Months, 28 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	16 Years, 11 Months, 28 Days	
2	Mr. SUNIL TATYASAHEB NITWE	CA/1997/21157 (31/12/2030)	Associate Professor (16)	Full Time Monday, July 02, 2018 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1990 - 1995)	Division (Second) 57.42%	Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)** (From 01/07/1997 to 30/06/2018)	20 Years, 11 Months, 29 Days
					Master of Architecture (2006 - 2008)	Division (First) 64.90%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/07/2018 to 26/11/2024)	6 Years, 4 Months, 26 Days
							Total Experience	27 Years, 4 Months, 25 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	25 Years, 4 Months, 25 Days	

Associate Professor

3	Mr. SACHIN GAJANANRAO KANOJE	CA/2000/26642 (31/12/2032)	Associate Professor (16)	Full Time Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1995 - 2000) — Division (First) 67.17% Master of Architecture (2018 - 2020) — Division (First) 62.16%	Appasaheb Birnale College of Architecture Sangli — Assistant Professor **(Full Time Teaching)** (From 01/07/2015 to 30/10/2022) — 7 Years, 3 Months, 29 Days APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI — ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 26/11/2024) — 2 Years, 0 Months, 25 Days APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI — ASSOICATE PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 26/11/2024) — 2 Years, 0 Months, 25 Days **Total Experience** — 11 Years, 5 Months, 20 Days **Experience deducted for PG course** — -731 Days **Total Experience** — 9 Years, 5 Months, 19 Days
4	Mrs. Pratiksha Makarand Jadhav (Status Not Confirmed)	CA/2014/65025 (31/12/2025)	Associate Professor (18)	Tenure Based Saturday, July 01, 2023 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2008 - 2013) — Division (First) 62.82% Master of Architecture (2018 - 2020) — Division (First) 62.05%	Shri S.D.Patil College of Architecture sangli — Assistant Professor **(Full Time Teaching)** (From 01/07/2016 to 30/06/2023) — 6 Years, 11 Months, 28 Days Appasaheb Birnale College of Architecture Sangli — Assistant Professor **(Full Time Teaching)** (From 01/07/2023 to 31/12/2025) — 2 Years, 5 Months, 0 Days propriter — Principal Architect **(Professional)** (From 01/10/2014 to 30/05/2016) — 1 Years, 7 Months, 28 Days **Total Experience** — 11 Years, 1 Months, 27 Days **Experience deducted for PG course** — -731 Days **Total Experience** — 9 Years, 1 Months, 27 Days

Assistant Professor

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Mr. DHAVAL SATISH AGHERA	CA/2017/85914 (31/12/2029)	Assistant Professor (18)	Tenure Based Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2013 - 2017)	Division (First) 66.63%	Propriter	Chief Architect **(Professional)** (From 01/01/2018 to 01/02/2023)	5 Years, 1 Months, 0 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 01/01/2026)	3 Years, 2 Months, 0 Days
							Total Experience	8 Years, 3 Months, 0 Days	
2	Mr. AKASH ASHOK BHOSALE	CA/2017/86477 (31/12/2030)	Assistant Professor (18)	Tenure Based Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2012 - 2017)	Division (First) 63.33%	Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)** (From 01/11/2022 to 01/01/2026)	3 Years, 2 Months, 0 Days
							Propriter	Chief Architect **(Professional)** (From 01/01/2018 to 01/02/2023)	5 Years, 1 Months, 0 Days
							Total Experience	8 Years, 3 Months, 0 Days	
3	Mr. SUSHANT DEELIP SHEDSALE	CA/2018/97870 (31/12/2029)	Assistant Professor (18)	Tenure Based Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2013 - 2018)	Division (First) 77.81%	Propriter	Chief Architect **(Professional)** (From 01/01/2019 to 01/02/2023)	4 Years, 1 Months, 0 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 26/01/2026)	3 Years, 2 Months, 25 Days
							Total Experience	7 Years, 3 Months, 25 Days	

Assistant Professor

4	Mr. SARTHAK MALGONDA PATIL	CA/2019/115951 (31/12/2031)	Assistant Professor (18)	Tenure Based Tuesday, November 01, 2022 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2014 - 2019)	Division (First) 64.93%	
						Propriter	Chief Architect **(Professional)** (From 01/01/2020 to 01/01/2024) — 4 Years, 0 Months, 0 Days
						APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/11/2022 to 31/01/2026) — 3 Years, 2 Months, 30 Days
						Total Experience	7 Years, 3 Months, 30 Days
5	Mr. Hemant Prabhakar Pandit	CA/2017/85915 (31/12/2034)	Assistant Professor (16)	Tenure Based Tuesday, August 01, 2023 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2012 - 2017)	Division (First) 60.00%	
						SURESH DESHMUKH & ASSOICATES	JR ARCHITECT **(Professional)** (From 01/10/2018 to 28/02/2020) — 1 Years, 4 Months, 28 Days
						SOFTTECH EMPOWERING TRNSFORMATION	JR ARCHITECT **(Professional)** (From 01/03/2020 to 30/06/2020) — 0 Years, 3 Months, 29 Days
						SELF PRACTICE	PROPRITER **(Professional)** (From 01/01/2021 to 30/07/2023) — 2 Years, 6 Months, 26 Days
						APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/08/2023 to 29/01/2026) — 2 Years, 5 Months, 29 Days
						Total Experience	6 Years, 9 Months, 22 Days
6	Mr. SHUBHAM BALASAHEB SHETTI	CA/2017/85586 (31/12/2028)	Assistant Professor (16)	Tenure Based Tuesday, August 01, 2023 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2012 - 2018)	Division (First) 62.44%	
						ULHAS PATIL ASSOCIATE	JR ARCHITECT **(Professional)** (From 01/01/2018 to 31/12/2018) — 0 Years, 11 Months, 29 Days
						APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/08/2023 to 29/01/2026) — 2 Years, 5 Months, 29 Days
						Total Experience	3 Years, 5 Months, 28 Days

Assistant Professor

7	Ms. Akanksha Anil Jadhav	CA/2015/70744 (31/12/2032)	Assistant Professor (16)	Tenure Based Tuesday, August 01, 2023 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2005 - 2014)	Division (First) 60.14%	SHRI S.D.PATIL COLLLEGE OF ARCHITECTURE ISLAMPUR	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/07/2017 to 30/07/2023)	6 Years, 0 Months, 28 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/08/2023 to 26/01/2026)	2 Years, 5 Months, 26 Days
							Total Experience	8 Years, 6 Months, 24 Days	
8	Smt. PRIYANKA SHASHIKANT PAWAR	CA/2017/90166 (31/12/2026)	Assistant Professor (18)	Tenure Based Friday, September 01, 2023 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2012 - 2017)	Division (First) 65.37%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/08/2023 to 10/03/2026)	2 Years, 7 Months, 8 Days
							Total Experience	2 Years, 7 Months, 8 Days	
9	Mr. MAYUR PRAKASH WAGHMARE	CA/2020/126110 (31/12/2031)	Assistant Professor (16)	Tenure Based Thursday, June 20, 2024 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2015 - 2020)	Division (First) 75.85%	PROPRITER	PRINCIPAL ARCHITECT **(Full Time Teaching)** (From 31/12/2020 to 15/06/2024)	3 Years, 5 Months, 14 Days
							APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 20/06/2024 to 29/01/2026)	1 Years, 7 Months, 9 Days
							Total Experience	5 Years, 0 Months, 23 Days	

Assistant Professor

10	Ms. ARATI HANMANT SURYAVANSHI	CA/2021/128823 (31/12/2032)	Assistant Professor (16)	Tenure Based Saturday, July 20, 2024 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2015 - 2020) — Division (First) 74.08%	PROPRITER — PRINCIPAL ARCHITECT **(Professional)** (From 01/03/2021 to 15/06/2024) — 3 Years, 3 Months, 14 Days APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI — ASSISTANT PROFESSOR **(Full Time Teaching)** (From 20/07/2024 to 29/01/2026) — 1 Years, 6 Months, 10 Days **Total Experience** — 4 Years, 9 Months, 25 Days
11	Ms. Kishori Krishnat Mohite	CA/2018/91037 (31/12/2035)	Assistant Professor (18)	Tenure Based Friday, June 20, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2012 - 2017) — Division (Second) 58.00% Master of Architecture (2023 - 2025) — Division (First) 67.49%	DESIGNTERRA LANDSCAPE COUNSULTANCY — JR ARCHITECT **(Professional)** (From 01/12/2018 to 30/06/2021) — 2 Years, 6 Months, 28 Days APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI — ASSISTANT PROFESSOR **(Full Time Teaching)** (From 20/06/2025 to 20/12/2025) — 0 Years, 6 Months, 0 Days **Total Experience** — 3 Years, 1 Months, 29 Days **Experience deducted for PG course** — -73 Days **Total Experience** — 2 Years, 10 Months, 17 Days
12	Mr. Abhishek Satish Desai	CA/2019/109699 (31/12/2034)	Assistant Professor (18)	Tenure Based Saturday, June 21, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2013 - 2018) — Division (First) 65.63%	APPSAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI — ASSISTANT PROFESSOR **(Full Time Teaching)** (From 20/06/2025 to 19/01/2026) — 0 Years, 6 Months, 30 Days proprietor — Principal Architect **(Professional)** (From 01/01/2020 to 30/05/2025) — 5 Years, 4 Months, 28 Days **Total Experience** — 5 Years, 11 Months, 27 Days

Assistant Professor

13	Ms. KOMAL SANJAY MANGLEKAR	CA/2021/134060 (31/12/2026)	Assistant Professor (18)	Tenure Based Tuesday, July 01, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2015 - 2020)	Division (First) 65.08%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 20/06/2025 to 30/12/2025)	0 Years, 6 Months, 10 Days
							SELF	PRINCIPAL ARCHITECT **(Professional)** (From 01/01/2022 to 19/06/2025)	3 Years, 5 Months, 17 Days
							Total Experience	3 Years, 11 Months, 27 Days	
14	Mr. SURAJ GHANSHAM AADAGALE	CA/2021/127686 (31/12/2026)	Assistant Professor (18)	Tenure Based Tuesday, July 01, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2015 - 2020)	Division (First) 60.92%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/08/2025 to 30/12/2025)	0 Years, 4 Months, 29 Days
							SELF	PRINCIPAL ARCHITECT **(Professional)** (From 01/06/2021 to 30/07/2025)	4 Years, 1 Months, 28 Days
							Total Experience	4 Years, 6 Months, 27 Days	
15	Ms. SHREYA SHANTINATH PATIL	CA/2022/152803 (31/12/2033)	Assistant Professor (18)	Tenure Based Tuesday, July 01, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2016 - 2021)	Division (First) 64.38%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/07/2025 to 30/12/2025)	0 Years, 5 Months, 29 Days
							SELF	PRINCIPAL ARCHITECT **(Professional)** (From 01/01/2023 to 30/06/2025)	2 Years, 5 Months, 28 Days
							Total Experience	2 Years, 11 Months, 27 Days	

Assistant Professor

16	Mr. ATUL ASHOK KOGNOLE	CA/1999/25327 (31/12/2030)	Assistant Professor (16)	Tenure Based Saturday, November 01, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1994 - 1999) — Division (Second) 53.91% Master of Architecture (2022 - 2025) — Division (First) 68.41%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI — ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/11/2025 to 30/12/2025) — 0 Years, 1 Months, 28 Days SELF — PRINCIPAL ARCHITECT **(Professional)** (From 27/10/1999 to 31/01/2022) — 22 Years, 3 Months, 5 Days **Total Experience** — 22 Years, 5 Months, 3 Days

Visiting Faculty

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

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

S.No.	Faculty Name	Date of Joining	Academic Designation	Nature of Appointment	Qualification		Work Experience		
					Qualification	Class/ Division	Organization/ Institution Name	Designation	Duration
1	MRS. MRUNAL GANESH JOSHI	Friday, December 01, 2023	Lecturer	Tenure Based	B.A (1990 - 1993) — Division (First) 64.41% M.A (1998 - 2000) — Division (Second) 55.00%		APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Visiting type)**	2 Years, 1 Months, 19 Days **Total Experience** — 2 Years, 1 Months, 19 Days
2	Er P.P.Pise	Wednesday, January 01, 2003	Assistant Professor	Full Time	Master of Engineering [M.E.] (2000 - 2002)	Division (First) 70.92%	Appasaheb Birnale College of Architecture, Sangli	Assistnat Professor **(Full Time Teaching)**	22 Years, 5 Months, 30 Days **Total Experience** — 22 Years, 6 Months, 30 Days
3	Mr. Suresh Pandit	Saturday, July 01, 1995	Assistant Professor	Visiting	Bachelor's Degree in Allied Subjects of Architecture (1973 - 1978)	Division (Second) 56.00%	Appasaheb Birnale College of Architecture Sangli	Assistant Professor **(Full Time Teaching)**	30 Years, 5 Months, 20 Days **Total Experience** — 30 Years, 5 Months, 20 Days

<table>
<tr><th rowspan="2">S.No.</th><th rowspan="2">Faculty Name</th><th rowspan="2">Date of Joining</th><th rowspan="2">Academic Designation</th><th rowspan="2">Nature of Appointment</th><th colspan="2">Qualification</th><th colspan="3">Work Experience</th></tr>
<tr><th>Qualification</th><th>Class/ Division</th><th>Organization/ Institution Name</th><th>Designation</th><th>Duration</th></tr>
<tr><td rowspan="6">4</td><td rowspan="6">ABHISHEK S NAVALE</td><td rowspan="6">Tuesday, August 01, 2023</td><td rowspan="6">Assistant Professor</td><td rowspan="6">Tenure Based</td><td rowspan="6"><table><tr><td>Bachelor of Engineering [B.E.] (2013 - 2018)</td><td>Division (First) 68.38%</td></tr><tr><td>Master of Technology [M.Tech.] (2018 - 2020)</td><td>CGPA () (6.78%)</td></tr></table></td><td>Phoenix Construction Sangli</td><td>Site Engineer (Professional)</td><td>0 Years, 6 Months, 1 Days</td></tr>
<tr><td>Dr.A.B.Kulkarni & Associates, Sangli</td><td>Structural Engineering (Professional)</td><td>2 Years, 4 Months, 0 Days</td></tr>
<tr><td>Structus Consultants Pvt. Ltd Pune</td><td>Structural Engineer (Professional)</td><td>1 Years, 0 Months, 30 Days</td></tr>
<tr><td>Appasaheb Birnale College of architecture Sangli</td><td>Assistant Professor (Full Time Teaching)</td><td>2 Years, 4 Months, 19 Days</td></tr>
<tr><td>Total Experience</td><td colspan="2">6 Years, 2 Months, 21 Days</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="10">Non Teaching Staff</td></tr>
<tr><td colspan="5">Document</td><td colspan="5">View Document</td></tr>
<tr><td colspan="10">FACULTY TRAINING/QIP DETAILS</td></tr>
<tr><td colspan="5">Document</td><td colspan="5">View Document</td></tr>
</table>

APP/EXTN/MH24/2026/5710

2026 - 2027

Studio Details(Diploma)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
Studio No.09	15.62	8.45	131.99	Advance Digital Studio with LCD Projector facility along with HD Web Camera Assistance	View Document
Studio No 10	10.31	8.45	87.22	Advance Digital Studio with LCD Projector facility along with HD Web Camera Assistance	View Document
Studio.No.11	11.95	6.45	77.08	Advance Digital Studio with LCD Projector facility along with HD Web Camera Assistance	View Document

Lecture Rooms Details (Diploma)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
Lecture Room 02	05.54	6.45	55.40	lecture Rooms with LCD Projector & Audio Visual Facility	View Document
Lecture Room 01	5.51	8.45	55.10	lecture Rooms with LCD Projector & Audio Visual Facility	View Document

Contstruction Yard Details(Diploma)

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

Other Spaces

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

Computer Details (Diploma)

Room Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
COMPUTER LAB	6.92	9.92	68.65	Well Equipped Computer Lab	View Document

Library

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

Particulars	Required	Available	View Doc
Books - Volumes	200	6689	View Document
Books - Titles	80	3644	

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

Lab and Workshop Details (Diploma)

Lab and Workshop Name	Length(M.)	Breadth(M.)	Area(Sq.M)	Remarks	Document
MODEL MAKING AND CARPENTRY WORKSHOP	8.88	6	55.94	Well Equipped Carpentry Workshop and Space for Model Making	View Document
CLIMATE & ENVIRONMENT LAB	4.40	6	30.80	ADVANCE CLIMATE AND ENVIRONMENT LAB WITH UPDATED LABS & EQUIPMENTS	View Document
SURVEYING LAB	3.79	6	23.88	ADVANCE SURVEYING LAB WITH UPDTED LABS AND EQUIPMENTS	View Document
ELECTRICAL/ LIGHTING/ ILLUMINATION LAB	4.77	7	30.77	ADVANCE CLIMATE AND ELECTRICAL/ LIGHTING/ ILLUMINATION LAB WITH UPDATED LAB EQUIPMENTS	View Document
MATERIAL MUSEUM LAB	4.77	7	30.77	ADVANCE MATERIAL MUSEUM LAB WITH LAB EQUIPMENT	View Document

DETAILS OF LAB EQUIPMENT

Document	View Document

Software Details

View Document	View Document

Peripherals (Scanners,Plotters and Printers) Details

Document	View Document

Human Resources

Head of Institution

S.No.	Faculty Name Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Adm.Desig.	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Ms. ARUNDHATI PRAVIN WATEGAVE CA/2004/33552 (31/12/2035)	Head Of Department (12) Salary: Rs. 6th Pay	Principal	Full Time Saturday, August 03, 2024 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1995 - 2000)	Division (First) 60.50%	Propriter	Principal Architect **(Professional)**	5 Years, 10 Months, 28 Days
					Master's Degree In Architecture Technology (2006 - 2008)	Division (First) 65.00%	Appasaheb Birnale Co...	Assistant Professor **(Full Time Teaching)**	12 Years, 7 Months, 23 Days
					Doctorate degree in Architecture (2014 - 2020)	Division (First) AWARDED%	Appasaheb Birnale Co...	I/c Principal **(Full Time Teaching)**	0 Years, 11 Months, 14 Days
							Appasaheb Birnale Co...	Prinicpal **(Full Time Teaching)**	0 Years, 4 Months, 17 Days
							Total Experience	19 Years, 10 Months, 22 Days	
							Experience deducted for PG course	-731 Days	
							Total Experience	17 Years, 10 Months, 22 Days	

Lecturer

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Ms. MANSI ABHAY DESHPANDE	CA/2025/184393 (31/12/2026)	Lecturer (18)	Tenure Based Friday, August 01, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2018 - 2023)	Division (First) 66.46%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Full Time Teaching)** (From 01/08/2025 to 31/12/2025)	0 Years, 4 Months, 30 Days
					Master's Degree In Environmental Planning (2023 - 2025)	CGPA () (7.25%)	**Total Experience**	0 Years, 5 Months, 30 Days	
							Experience deducted for PG course	-31 Days	
							Total Experience	0 Years, 4 Months, 29 Days	
2	Ms. SWATI VITHABAI BABASO PAWAR	CA/2025/185318 (31/12/2026)	Lecturer (18)	Tenure Based Monday, December 15, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (2019 - 2024)	Division (First) 69.97%	SELF	PRINCIPAL ARCHITECT **(Professional)** (From 11/04/2025 to 31/12/2025)	0 Years, 8 Months, 20 Days
							Total Experience	0 Years, 8 Months, 20 Days	

Head Of Department

S.No.	Faculty Name	Council Reg No(Validity)	Academic Desig (Teaching hours per week)	Nature of Appointment/Date of joining	Qualification		Work Experience		
					Qualification	Class/ CGPA/ Percentage	Organization/ Institution Name	Designation	Duration
1	Mr. SUNIL KASHINATH SATPUTE	CA/1999/24169 (31/12/2026)	Head Of Department (18)	Tenure Based Monday, December 01, 2025 View Appointment Letter	Bachelor of Architecture [B.Arch.] (1993 - 1998)	Division (Second) 58.66%	proprietor	principal Architect **(Professional)** (From 01/12/1999 to 01/06/2015)	15 Years, 6 Months, 30 Days
					Master of Architecture (2015 - 2017)	Division (First) 70.25%	Ideal College of Architecture Kondigre	I/c/Principal **(Full Time Teaching)** (From 06/12/2018 to 30/06/2021)	2 Years, 6 Months, 23 Days
							Dr.D.Y.Patil School of Architecture, Kolhapur	Associate Professor **(Full Time Teaching)** (From 01/10/2021 to 30/11/2025)	4 Years, 1 Months, 29 Days
							Total Experience	22 Years, 2 Months, 22 Days	

Visiting Faculty

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

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

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

1	SAEEDANWAR SALIM INAMDAR	Monday, December 15, 2025	Assistant Professor	Tenure Based	Bachelor of Engineering [B.E.] (2014 - 2017)	Division (First) 64.49%	VISHVESHWARYA TECHNICAL CAMPUS	LECTURER **(Full Time Teaching)**	1 Years, 7 Months, 28 Days
							WALCHAND COLLEGE OF ENGINEERING SANGLI	LECTURER **(Full Time Teaching)**	0 Years, 3 Months, 15 Days
					Master of Engineering [M.E.] (2018 - 2020)	CGPA () (7.18%)	WALCHAND COLLEGE OF ENGINEERING SANGLI	LECTURER **(Full Time Teaching)**	0 Years, 9 Months, 0 Days
							LATTHE EDUCATION SOCIETY'S POLYTECHNIC SANGLI	LECTURER **(Full Time Teaching)**	0 Years, 10 Months, 28 Days
							Total Experience	3 Years, 7 Months, 12 Days	
2	MRUNAL GANESH JOSHI	Friday, December 01, 2023	Assistant Professor	Tenure Based	B.A (1992 - 1995)	Division (First) 64.61%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	VISITING LECTURER **(Visiting type)**	2 Years, 1 Months, 21 Days
					M.A (1993 - 1995)	Division (Second) 55.00%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	VISITING LECTURER **(Visiting type)**	2 Years, 1 Months, 21 Days
							Total Experience	4 Years, 3 Months, 11 Days	
3	Mr. Suresh Pandit	Saturday, July 01, 1995	Assistant Professor	Tenure Based	Bachelor's Degree in Allied Subjects of Architecture (1973 - 1978)	Division (Second) 56.00%	APPASAHEB BIRNALE COLLEGE OF ARCHITECTURE SANGLI	ASSISTANT PROFESSOR **(Visiting type)**	30 Years, 6 Months, 0 Days
							Total Experience	30 Years, 7 Months, 0 Days	

Non Teaching Staff

Document	View Document

FACULTY TRAINING/QIP DETAILS

Document	View Document

Form B

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

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

Semester 1	Architectural Design I The first year of the Bachelor of Architecture (B.Arch) program lays the foundation for a student's journey into the world of architecture. The Architectural Design course is central to this foundation, focusing on the development of creative thinking, spatial understanding, and design sensibility. The course aims to introduce students to the basics of architectural thought and the design process through explorative, conceptual, and hands-on approaches. Course Objectives: The primary objective of the Architectural Design studio in the first year is to enable students to observe, analyze, and interpret their surroundings with a critical eye. It fosters creative expression, spatial intelligence, and problem-solving skills. Students are introduced to the principles of design such as scale, proportion, rhythm, balance, symmetry, and harmony. Understanding human scale, ergonomics, and functional relationships are also emphasized at this stage. Design Exercises: The design problems at this level are generally simple, conceptual, and experiential in nature. They may include: • Object and form exploration • Creating compositions with basic shapes and solids • Designing small-scale spaces such as a bus stop, pavilion, kiosk, or an artist's studio • Space making through light, shadow, and movement • Site visits and observational sketching These exercises aim to gradually develop a student's ability to translate abstract ideas into spatial concepts. Teaching Methodology: The teaching methodology for the first-year architectural design studio is highly interactive, student-centered, and experiential. It focuses more on the process than the product, nurturing originality and confidence in idea generation and expression. 1. Studio-Based Learning: The studio becomes a dynamic space for experimentation and critique. Students work under the guidance of faculty members who conduct regular desk critiques, discussions, and presentations. 2. Learning by Doing: Hands-on model making, drawing, and crafting are integral. Through physical models and sketches, students gain a better understanding of scale and form. Material explorations help them understand texture, construction possibilities, and aesthetics. 3. Iterative Design Process: Students are guided to revisit and revise their designs through a process of trial and error, encouraging a reflective design practice. Emphasis is placed on ideation, concept development, and diagramming techniques. 4. Lectures and Case Studies: Theoretical inputs are provided through lectures, audio-visual presentations, and case study analysis of relevant architectural works. This helps students relate theory to design applications. 5. Field Visits and Documentation: Visits to local sites, heritage structures, or modern buildings expose students to real-life architectural settings. These experiences are documented and analysed to understand scale, context, and spatial relationships. 6. Assessment: Evaluation is continuous and based on student participation, creativity, clarity of concept, presentation skills, and overall improvement. Final juries are conducted where students present their design ideas to a panel for critical feedback.
Semester 2	Architectural Design II The first year of the Bachelor of Architecture (B.Arch) program lays the foundation for a student's journey into the world of architecture. The Architectural Design course is central to this foundation, focusing on the development of creative thinking, spatial understanding, and design sensibility. The course aims to introduce students to the basics of architectural thought and the design process through explorative, conceptual, and hands-on approaches. Course Objectives: The primary objective of the Architectural Design studio in the first year is to enable students to observe, analyze, and interpret their surroundings with a critical eye. It fosters creative expression, spatial intelligence, and problem-solving skills. Students are introduced to the principles of design such as scale, proportion, rhythm, balance, symmetry, and harmony. Understanding human scale, ergonomics, and functional relationships are also emphasized at this stage. Design Exercises: The design problems at this level are generally simple, conceptual, and experiential in nature. They may include: • Object and form exploration • Creating compositions with basic shapes and solids • Designing small-scale spaces such as a bus stop, pavilion, kiosk, or an artist's studio • Space making through light, shadow, and movement • Site visits and observational sketching These exercises aim to gradually develop a student's ability to translate abstract ideas into spatial concepts. Teaching Methodology: The teaching methodology for the first-year architectural design studio is highly interactive, student-centered, and experiential. It focuses more on the process than the product, nurturing originality and confidence in idea generation and expression. 1. Studio-Based Learning: The studio becomes a dynamic space for experimentation and critique. Students work under the guidance of faculty members who conduct regular desk critiques, discussions, and presentations. 2. Learning by Doing: Hands-on model making, drawing, and crafting are integral. Through physical models and sketches, students gain a better understanding of scale and form. Material explorations help them understand texture, construction possibilities, and aesthetics. 3. Iterative Design Process: Students are guided to revisit and revise their designs through a process of trial and error, encouraging a reflective design practice. Emphasis is placed on ideation, concept development, and diagramming techniques. 4. Lectures and Case Studies: Theoretical inputs are provided through lectures, audio-visual presentations, and case study analysis of relevant architectural works. This helps students relate theory to design applications. 5. Field Visits and Documentation: Visits to local sites, heritage structures, or modern buildings expose students to real-life architectural settings. These experiences are documented and analysed to understand scale, context, and spatial relationships. 6. Assessment: Evaluation is continuous and based on student participation, creativity, clarity of concept, presentation skills, and overall improvement. Final juries are conducted where students present their design ideas to a panel for critical feedback.
Semester 3	Architectural Design III The course Architectural Design-III is designed to enhance students' ability to handle spatial relationships in two and three dimensions, along with the time-based aspects of architectural design. It introduces students to progressively complex design exercises while emphasizing the architect's broader responsibilities to society, culture, and the environment. By fostering creativity and analytical thinking, the course equips students with a strong foundation in design principles, materials, structures, and model-making skills. The primary objective of the course is to provide students with tools to explore and experiment with design. Students will learn to integrate fundamental design principles with practical considerations such as construction methods, site conditions, and socio-economic factors. The course also focuses on climatic responsiveness, circulation planning, and the application of building services. These skills are cultivated through hands-on activities, including drawing, model-making, case studies, site visits, and discussions. The course content covers several important aspects of architectural design. First, it introduces the scope of design, where students consider factors influencing architectural design, including construction methods, structural systems, site conditions, socio-economic factors, and the relationship between forms and shapes. This ensures that students create designs that are practical, responsive, and innovative. Next, the course explores fundamental design elements, including planes, mass, forms, and shapes. Students analyze their relationships and learn how these elements contribute to the aesthetics and functionality of a building. Climatic responsiveness is another focus area, where students study and apply strategies to optimize building performance under various environmental conditions, ensuring sustainability and energy efficiency. A case study of a small-scale settlement in a town or village is an integral part of the course. This exercise helps students understand the evolution of design, materials used, built-form characteristics, and the interaction between the natural and built environments. It provides valuable insights into vernacular architecture and its relevance to contemporary design practices. The course also emphasizes data collection and analysis. Students examine circulation patterns, zoning, activity distribution, and the relationship between circulation and activities. This includes evaluating building services and integrating them into design projects. Medium-complexity design problems focusing on low-rise buildings are tackled, encouraging students to create functional, aesthetically pleasing, and context-sensitive designs. Practical exposure is provided through site visits to completed buildings relevant to the design problems. These visits are complemented by group discussions among peers and special sessions with senior students, contractors, and consultants. Role-playing exercises, where students assume the roles of clients, contractors, and consultants, further enrich the learning experience by simulating real-world scenarios. In conclusion, Architectural Design-III offers a comprehensive learning experience by combining theoretical knowledge with practical applications. The course encourages critical thinking, problem-solving, and technical skills development. By the end of the course, students gain a deeper understanding of design principles, contextual influences, and the architect's role in shaping built environments. It lays a strong foundation for advanced architectural exploration and prepares students for professional practice.

Semester 4	S.Y.B.Arch Sem-IV Architectural Design IV The course builds upon the foundations laid in Semester III and moves the student toward more advanced and complex design understanding. The primary objective of this subject is to develop the learner's ability to handle spatial relations in two-dimensional, three-dimensional, and temporal contexts. As architectural design becomes progressively intricate, students are encouraged to apply analytical and creative thinking while building essential technical skills. The course also emphasizes the social, cultural, and environmental responsibilities an architect holds, ensuring that design thinking integrates sensitivity toward users, materials, and the built environment. A major focus of the course is on strengthening Fundamental Design skills. Students are expected to understand and manipulate planes, masses, forms, and shapes to create coherent compositions. Through systematic exploration of construction methods, structural behavior, socio-economic conditions, site characteristics, and functional needs, learners develop the ability to design with clarity and purpose. The scope of design further includes responding to real-life scenarios by studying different types of human settlements, particularly small-scale settlements in towns or villages. This helps students understand the organic growth of built environments, the evolution of design practices, materials used, cultural influences, and the way communities adapt architecture to their lifestyle. A crucial part of the curriculum involves data collection and analysis, where students observe circulation patterns, movement flows, and functional requirements. This enables them to develop design solutions that are user-friendly and context-responsive. Special emphasis is given to understanding the needs of people with physical disabilities. Students learn to design with inclusivity—incorporating accessibility features, barrier-free movement, and spatial planning that supports diverse user groups. The course also introduces design problems related to medium-complexity, low-rise structures, encouraging students to apply their learning to realistic architectural tasks. Along with this, the study of building bylaws forms an essential component, enabling students to design within legal frameworks and regulatory constraints. Knowledge of bylaws ensures safety, sustainability, and standardization in architectural practice. Site analysis is another key learning objective. Students are trained to examine site conditions, climate, orientation, surrounding context, and environmental factors before formulating a design proposal. Site visits to completed buildings deepen their understanding through direct observation. Discussions with senior students, professionals, or consultants help broaden perspective and allow learners to understand practical challenges, client expectations, and workflow in the architectural field. An additional design exercise focuses on studying groups of objects and masses based on basic geometric forms. By analyzing compositions in two and three dimensions, students strengthen their understanding of form, volume, balance, rhythm, and harmony. This links directly with the principles of Basic Design and enhances visual thinking and model-making skills. Overall, the course aims to develop not only technical knowledge but also creativity, sensitivity, and professional preparedness. Through hands-on exercises, field visits, analytical tasks, and continuous design experimentation, students cultivate a strong foundation that prepares them for more complex architectural design challenges in higher semesters.
Semester 5	T.Y. B. Arch. Design Sem-V Architecture Design is the core subject of the Bachelor of Architecture program, and its significance becomes more profound during the third year of study. By this stage, students move beyond the foundational understanding of form, space, and structure to address complex, real-world design problems. The third-year design studio marks a critical transition from conceptual explorations to comprehensive design thinking, integrating technical knowledge, contextual awareness, and creative expression. The third year serves as a bridge between academic learning and professional practice. The Architecture Design subject introduces students to medium to large-scale projects such as institutional buildings, housing complexes, cultural centers, or urban design interventions. These projects challenge students to apply environmental, structural, and functional principles cohesively. The design process becomes more analytical, requiring students to understand user behavior, site context, building regulations, and sustainability considerations. This synthesis of diverse factors refines students' design judgment and enhances their ability to create meaningful architectural solutions. Technical integration is another major focus in third-year design. Students must coordinate aspects of structural systems, materials, and services within their design proposals. This encourages a multidisciplinary approach that mirrors the collaborative nature of professional architectural practice. Learning to balance aesthetics with functionality and feasibility fosters a deeper appreciation of architecture as both an art and a science. Through iterative design development, students learn how to test ideas, interpret feedback, and evolve their concepts into well-resolved proposals. The subject also plays a significant role in developing critical thinking and presentation skills. Design studios emphasize discussion, critique, and representation techniques such as sketches, drawings, and 3D modeling. These tools allow students to communicate complex ideas effectively. Regular juries and peer reviews train students to defend their design decisions logically and to receive constructive criticism. Such experiences strengthen professionalism, confidence, and the ability to engage in design dialogues, which are crucial for future architects. Furthermore, third-year Architecture Design subjects often introduce urban-level considerations, making students aware of architecture's social, cultural, and environmental responsibilities. By dealing with dense urban fabrics or community-oriented programs, students learn how architecture can shape human experiences and contribute to sustainable development. This broader understanding nurtures empathy and ethical responsibility, qualities essential for architects committed to improving living conditions and public spaces. In conclusion, the Architecture Design subject in the third year of the B.Arch syllabus is pivotal in shaping a student's design maturity. It integrates theoretical learning, technical application, and creative exploration into a comprehensive design approach. The subject not only equips students with professional competencies but also inspires them to view architecture as a discipline that connects people, places, and purpose.
Semester 6	T.Y. B. Arch. Design Sem-VI Architecture Design is the core subject of the Bachelor of Architecture program, and its significance becomes more profound during the third year of study. By this stage, students move beyond the foundational understanding of form, space, and structure to address complex, real-world design problems. The third-year design studio marks a critical transition from conceptual explorations to comprehensive design thinking, integrating technical knowledge, contextual awareness, and creative expression. The third year serves as a bridge between academic learning and professional practice. The Architecture Design subject introduces students to medium to large-scale projects such as institutional buildings, housing complexes, cultural centers, or urban design interventions. These projects challenge students to apply environmental, structural, and functional principles cohesively. The design process becomes more analytical, requiring students to understand user behavior, site context, building regulations, and sustainability considerations. This synthesis of diverse factors refines students' design judgment and enhances their ability to create meaningful architectural solutions. Technical integration is another major focus in third-year design. Students must coordinate aspects of structural systems, materials, and services within their design proposals. This encourages a multidisciplinary approach that mirrors the collaborative nature of professional architectural practice. Learning to balance aesthetics with functionality and feasibility fosters a deeper appreciation of architecture as both an art and a science. Through iterative design development, students learn how to test ideas, interpret feedback, and evolve their concepts into well-resolved proposals. The subject also plays a significant role in developing critical thinking and presentation skills. Design studios emphasize discussion, critique, and representation techniques such as sketches, drawings, and 3D modeling. These tools allow students to communicate complex ideas effectively. Regular juries and peer reviews train students to defend their design decisions logically and to receive constructive criticism. Such experiences strengthen professionalism, confidence, and the ability to engage in design dialogues, which are crucial for future architects. Furthermore, third-year Architecture Design subjects often introduce urban-level considerations, making students aware of architecture's social, cultural, and environmental responsibilities. By dealing with dense urban fabrics or community-oriented programs, students learn how architecture can shape human experiences and contribute to sustainable development. This broader understanding nurtures empathy and ethical responsibility, qualities essential for architects committed to improving living conditions and public spaces. In conclusion, the Architecture Design subject in the third year of the B.Arch syllabus is pivotal in shaping a student's design maturity. It integrates theoretical learning, technical application, and creative exploration into a comprehensive design approach. The subject not only equips students with professional competencies but also inspires them to view architecture as a discipline that connects people, places, and purpose.

Semester 7	4th Year B. Arch. Design Sem-VII The course Advanced Architectural Design – I offered in Semester VII forms a critical component in the professional development of architecture students. It has been designed to strengthen students' capacity to handle large-scale architectural projects, with a specific focus on both horizontal and vertical planning systems, building services integration, regulatory frameworks, and the application of contemporary materials and technologies. The inspection of the course structure, delivery, and expected output indicates that the curriculum aligns well with the Council of Architecture's expectations of professional competency, design depth, and technical proficiency. The stated course objectives emphasize familiarizing students with the complexities of large-scale architectural design, including the planning and design of campuses, institutional buildings, vertical structures, and mixed-use developments. The incorporation of building bye-laws, socio-economic considerations, user satisfaction, participatory design methods, and population density implications reflects a holistic approach to architectural problem-solving. These aspects ensure that students develop sensitivity not only to design aesthetics but also to contextual, environmental, and regulatory frameworks that govern real-world architectural practice. The course structure is divided into clear pedagogical units that progressively build student capability. Initial modules focus on design requirement analysis, site proximities, and detailed understanding of local building bye-laws. This is followed by case studies and reference research, encouraging students to develop analytical and comparative skills essential for architectural judgment. Subsequent units focus on data collection, site analysis (topography, vegetation, climatic conditions), and the influence of local regulations, which are crucial steps toward developing informed design responses. The major portion of the course is dedicated to concept development and design evolution, where sustainability considerations, climatic responses, building services integration, and the use of advanced materials play a central role. Students are expected to explore design strategies, prepare conceptual sketches, and evolve them into final architectural proposals supported by models and 3D visualizations. This stage also reinforces the importance of integrating plumbing, electrical systems, HVAC, firefighting, acoustics, and CCTV layouts into architectural planning—an essential requirement for professional practice. Sessional work consists of a major design project (60% weightage) involving large-scale programs such as housing, institutional campuses, hospitals, museums, or commercial complexes, with a built-up area between 5000–6000 sq.m. This ensures adequate design depth and exposure to comprehensive project handling. The minor project (40% weightage) focuses on detailed building services drawings and calculations, encouraging students to understand and apply technical requirements in a practical and systematic manner. The expected deliverables include pre-design analysis, architectural drawings at various stages, detailed service layouts, and final rendered views. Recommended reference literature such as Neufert, NBC 2016, and contemporary architectural texts ensures academic rigor and industry relevance. Overall, the course demonstrates strong compliance with COA standards by promoting design excellence, technical integration, research-based learning, regulatory understanding, and professional preparedness. It adequately equips students with the skills required to handle complex architectural projects independently and responsibly.
Semester 8	5th Year B. Arch. Design Sem-IX The subject Advanced Architectural Design - II focuses on the design and planning of large-scale projects in urban settings. These projects typically include public amenities, civic spaces, commercial buildings, transportation hubs, and sports facilities. The course is structured to develop students' analytical and design skills while addressing the complexities of urban-scale architectural projects. By understanding these challenges, students will be better equipped to create efficient and sustainable architectural solutions that meet urban demands. Course Objectives: 1. Comparative Analysis and Design Formulation: Students will engage in reviewing and comparing different architectural designs to formulate a well-structured design program. This process involves understanding the urban context and evaluating a wide range of associated issues such as land use, spatial organization, and infrastructure integration. Through case studies and comparative analysis, students will learn to develop contextualized solutions that address real-world urban challenges. 2. Understanding Complex Buildings and Campus Planning: The course emphasizes the study of complex buildings and campus layouts. This includes analyzing spatial requirements with considerations for sociological, economic, cultural, and climatic influences. Understanding these parameters is crucial for designing large-scale projects that are functional, sustainable, and aesthetically coherent. Students will explore how various factors shape the built environment and how design interventions can enhance urban living conditions. 3. Material and Construction Technology: Exposure to appropriate construction materials and advanced building technologies is a crucial component of the course. Understanding material properties and their application in large-scale public projects ensures the structural efficiency and sustainability of designs. The course will familiarize students with innovative construction techniques and materials that enhance durability, energy efficiency, and environmental sustainability in urban projects. 4. Socio-Economic and Human-Centric Design: The subject highlights the importance of socio-economic demands and parameters in urban planning. It covers key aspects such as population density, user satisfaction, participative architecture, pedestrian safety, and vehicular movement. Special emphasis is given to emergency evacuation strategies to enhance safety in public spaces. Designing with a human-centric approach ensures that urban spaces are inclusive, accessible, and responsive to community needs. 5. Comprehensive Design Decision-Making: Students will be trained to make informed design decisions by considering the broader implications of their choices. This involves integrating architecture with urban planning to create functional, aesthetically pleasing, and contextually appropriate designs. Decision-making will take into account aspects such as environmental impact, economic feasibility, social equity, and long-term urban resilience. 6. Regulatory Framework and Accessibility Standards: A crucial part of the curriculum involves understanding prevailing building regulations, standards, and technical guidelines. This includes planning considerations for assembly buildings, large public campuses, and spaces for differently-abled individuals ('Divyang'). The course ensures students are aware of accessibility norms and inclusive design principles to create spaces that cater to diverse user groups. Compliance with regulations is essential to ensure safety, functionality, and legal viability in urban-scale projects
Semester 9	5th Year B.Arch. Sem-X -Thesis The architectural thesis in the final year of a Bachelor of Architecture (B.Arch) program represents a culmination of a student's academic journey, providing an opportunity to showcase their skills, creativity, and mastery of architectural principles. This comprehensive project serves as a capstone, requiring students to integrate theoretical knowledge, design expertise, and critical thinking into a cohesive and innovative architectural solution. The thesis process typically begins with the selection of a topic or theme, allowing students to explore their specific interests within the field of architecture. This choice is pivotal, as it shapes the entire trajectory of the project. Topics can range from addressing urban challenges, exploring cultural identities, to experimenting with innovative design concepts. Research is a fundamental phase of the architectural thesis, requiring students to delve deep into literature, case studies, and precedents related to their chosen topic. This exploration enables them to understand the historical context, theoretical frameworks, and contemporary debates surrounding their subject matter. This research phase is crucial for developing a well-informed and conceptually rich design proposal. The conceptualization of the thesis involves translating research findings into a design approach. Students articulate their design philosophy, addressing the unique challenges and opportunities posed by their chosen topic. This phase often involves iterative design processes, where ideas are refined, tested, and evolved. Students explore various design alternatives, considering spatial configurations, material choices, and environmental considerations. Site analysis is a critical component of the architectural thesis, emphasizing the importance of context in design. Whether the project is situated in an urban environment, a historical setting, or a natural landscape, students must thoroughly analyze the site's physical, cultural, and environmental characteristics. This analysis informs design decisions, ensuring that the proposed solution harmonizes with its surroundings. Sustainability is an increasingly integral aspect of architectural theses. Many students incorporate principles of sustainable design, exploring ways to minimize environmental impact, enhance energy efficiency, and promote resilience. This reflects a broader industry shift towards more ecologically conscious architecture. In conclusion, the architectural thesis in the final year of a B.Arch program is a multifaceted undertaking that synthesizes academic learning and design proficiency. It serves as a platform for students to demonstrate their unique voice within the architectural discourse, addressing real-world challenges and contributing to the evolving landscape of the profession. This rigorous and transformative process prepares graduates for the complexities of architectural practice, encouraging a lifelong commitment to exploration, innovation, and the pursuit of excellence in design.
B. Explain the Design learning progression from 1st to 10th semesters highlighting the process followed	
Document	View Document
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C. Technical correctness of Drawings

Semester	Name	Document
Semester 1	Architectural Design I	View Document
Semester 2	Architectural Design II	View Document
Semester 3	4th Year B. Arch. Design Sem-VII	View Document
Semester 4	S.Y.B.Arch Sem-IV Architectural Design IV	View Document
Semester 5	T.Y. B. Arch. Design Sem-V	View Document
Semester 6	T.Y. B. Arch. Arch. Design Sem-VI	View Document
Semester 7	4th Year B. Arch. Design Sem-VII	View Document
Semester 8	5th Year B. Arch. Design Sem-IX	View Document
Semester 9	5th Year B.Arch. Sem-X -Thesis	View Document

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

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

Semester 1	F.Y.B.Arch Sem-I Theory of Structure-I The Theory of Structures subject in a Bachelor of Architecture (B.Arch) program offers a comprehensive learning progression that equips students with the knowledge and skills necessary to understand and apply structural principles in architectural design. This course typically unfolds in a structured manner, guiding students from foundational concepts to more advanced topics over the course of several semesters. At the outset, students are introduced to fundamental concepts such as force, load, stress, and strain. They learn about the behavior of structural elements under different types of loading conditions and study the basic principles of equilibrium and structural stability. Through lectures, readings, and hands-on exercises, students develop a solid understanding of the fundamental principles that govern structural behavior. As the course progresses, students delve into various techniques for analyzing the behavior of structural systems. They learn how to apply principles of statics and mechanics to analyze the forces and stresses within structural elements. This includes methods such as free-body diagrams, equilibrium equations, and analysis of statically determinate and indeterminate structures. As students progress through the course, they study various types of structural systems and elements, including load-bearing walls, frames, arches, shells, and cable structures. They learn about the advantages and limitations of each system and gain insight into how structural systems can be optimized to meet architectural design objectives while ensuring structural integrity and safety.
Semester 2	F.Y.B.Arch Sem-II Building construction and Material II Building Construction and Materials is one of the most fundamental subjects in the architectural curriculum, particularly at the first year level. Architecture as a discipline cannot be understood without a strong grounding in the.physical materials and construction methods that bring design concepts into reality. This course, offered in the second semester of the first year B.Arch programme, aims to introduce students to the various traditional and modern construction materials, their properties, and the basic principles of building construction. The study begins with an introduction to naturally occurring materials such as stone, timber, and clay, which have historically been the backbone of construction. Students learn about their physical and mechanical properties, processing methods, durability, advantaees, and limitations. This foundational knowledge helps them understand why certain materials are suitable for specific applications. For example, the high compressive strength of stone makes it ideal for load-bearing walls, while timber's workability makes it useful for joinery and roof trusses. The course then explores manufactured materials like bricks, concrete blocks, cement, steel, glass, and composites. Emphasis is placed on understanding the production process, testing methods, performance characteristics, and long-term behavior of these materials in actual building conditions. At the same time, students are introduced to emerging sustainable and innovative materials, including recycled and eco-friendly alternatives. This exposure ensures that students remain sensitive to the environmental impact of construction. Alongside materials, the subject focuses on building construction techniques. Students are taught how materials are assembled to form building components such as foundations, walls, floors, roofs, doors, and windows. Construction details like joints, mortar mixes, shuttering, damp-proofing, and finishes are explained with the help of sketches, site visits, and case studies. Such exposure helps them understand how buildings stand, how loads are transferred, and how detailing ensures durability and safety. Learning methods for this subject are interactive and hands-on. Laboratory testing of materials, identification of specimens, drawing exercises, model making, and site observations are integral components. These approaches not only reinforce theoretical knowledge but also develop the students' ability to translate design drawings into constructional reality. By the end of this course, students are expected to have a clear understanding of the properties and applications of various construction materials, as well as the ability to draw and interpret simple construction details. This prepares them for advanced courses in construction technology, structural design, and architectural design studios in subsequent years. Most importantly, it builds the foundation for becoming responsible architects who design with awareness of material performance, safety, cost, and sustainability. In short, Building Construction and Materials bridges thc gap bctwccn abstract design concepts and tangible built form. It nurtures technical competence, practical awareness, and oritical thinkil4 skills in budding ar<;hil.eots. The subject not only ampowers them to design

Semester 3	S.Y.B.Arch Sem-III Building construction and Material III Materials and Construction Systems in Architecture This course introduces students to the fundamental principles, materials, and construction systems that shape the built environment. It emphasizes the translation of architectural ideas into physical form, highlighting the interconnectedness of materials, methods, and building technology. Students progressively develop both qualitative and basic quantitative understanding of how buildings are assembled—beginning with elementary systems and advancing toward complex, integrated building components. By the end of the course, students will be prepared to understand, design, and detail essential structural and construction systems used in contemporary architectural practice. The course begins with an in-depth study of construction materials, with a particular focus on cement, mortar, and concrete. Students explore the ingredients and properties of cement, various types and grades, and standardized testing methods such as initial and final setting time, strength tests, and ISI standards. The module also introduces pozzuolana materials and their performance characteristics in modern construction. Mortars—including mud, lime, surkhi, and cement mortars—are examined in terms of composition, preparation, mixing, and application across different building conditions. The concrete component covers aggregates, mix proportions, strength considerations, reinforcement types, and the full workflow of concrete preparation, mixing, hoisting, depositing, and curing. Students also learn shuttering, centering, and reinforcement placement techniques, enabling them to understand both theoretical and practical aspects of construction. The course then transitions to construction systems, beginning with an analysis of building structures. Students compare framed structures, composite structures, and load-bearing systems, evaluating their advantages, limitations, and suitability for different building types. Criteria for choosing between framed and load-bearing structures are discussed to develop informed decision-making in early design stages. A major portion of the course is dedicated to foundations, covering excavation in various soil types and the selection of suitable footing systems. Students study isolated, combined, and eccentric footings; strap beams; continuous strip footings; and steel grillage foundations for shallow conditions in hard strata. This module equips students with the ability to relate soil conditions, structural loads, and foundation design requirements. The course also includes a study of shoring systems, essential for supporting unstable structures or excavation faces. Students learn single flying and double flying shore methods, their components, applications, and safety considerations. The module on staircases examines the design and construction of vertical circulation systems. Topics include tread, riser, landing proportions; types of stairs such as straight, doglegged, open-well, quarter-turn, triple-flight, and ramps; and reinforced concrete stair construction techniques. Students develop an understanding of structural behavior, detailing, and ergonomic requirements. Finally, students explore flooring and slab systems, including one-way and two-way RCC slabs, cantilever slabs, columns, and beams. Reinforcement detailing, thumb rules, ISI standards, and formwork practices are taught to build technical competence. Alternative systems such as brick jack arch flooring, filler slabs, and ribbed slabs expand students' awareness of cost-effective and sustainable construction methods. Through lectures, drawings, exercises, and case studies, the course develops a comprehensive understanding of how material properties, structural logic, and construction techniques come together to create durable, efficient, and well-designed buildings.
Semester 4	S.Y.B.Arch Sem-IV Building construction and Material IV Advanced Materials and Construction Techniques This course provides students with a comprehensive understanding of essential construction materials and fundamental building construction techniques. The aim is to develop the technical knowledge required to evaluate materials, understand their behavior in buildings, and apply appropriate construction methods during architectural design. Through theoretical instruction, site exposure, laboratory tests, and market surveys, students gain both conceptual and practical insights into material performance and building assembly. The first part of the course focuses on timber as a construction material, covering building timber types, their physical and structural properties, and common defects such as knots, shakes, splits, and fungal decay. Students learn how timber is used in construction—from structural members and joinery to interior finishes—and how its properties influence durability and performance. Various timber applications are studied through examples and practical demonstrations. The course then introduces processed wood products, including plywood, block boards, particle boards, and medium-density fiberboard (MDF). Students examine the manufacturing process, material properties, and suitable applications of these engineered products. The module also emphasizes the increasing importance of alternative materials that serve as substitutes for natural wood, addressing sustainability concerns and cost-effectiveness in building design. A detailed study of flooring materials forms another central component of the curriculum. Students explore natural stone flooring such as marble, granite, and slate; processed flooring materials including cement tiles, mosaic tiles, ceramic tiles, and vitrified tiles; and flexible flooring materials such as rubber and wooden laminates. They learn about each material's properties, advantages, limitations, cost considerations, and methods of laying. Practical understanding is reinforced through market surveys and sample studies. The materials section concludes with bitumen and waterproofing systems, essential for protecting buildings from moisture-related deterioration. Students are introduced to asphalt, bituminous compounds, admixtures, and modern waterproofing chemicals, learning how these materials are applied in foundations, roofs, basements, and wet areas. Laboratory demonstrations illustrate material behavior and testing techniques. The second part of the course covers timber-based construction systems, beginning with timber flooring. Students study ground and upper timber floors, methods of fixing, structural support systems, and joinery details. Thumb rules and standard practices for timber flooring design are introduced to help students incorporate such systems in architectural plans. The module on timber roofing focuses on traditional roof trusses, including king-post and queen-post trusses. Students learn about truss components, joinery, load distribution, and suitable roof coverings. Practical drawings and structural logic help students understand how traditional timber roofs are assembled. The course then examines cavity wall construction, discussing types, construction details, moisture control benefits, thermal insulation properties, and the advantages and disadvantages of cavity walls in various climatic conditions. The final module covers doors and windows, with emphasis on timber panelled doors and windows, various types of ventilators, joinery details, and installation methods. The course also includes steel windows used in residential and industrial buildings, ISI standards for sections and sizes, and fixing methods. Students study different types of ironmongery—hinges, locks, handles, and fittings—their materials, functions, and selection criteria.
Semester 5	T.Y.B.Arch Sem-V Estimation Costing & Specification The syllabus begins with Unit 1, focusing on the fundamental aims and objects of estimation, costing, and specifications. Students are introduced to the core objectives of these processes, understanding their significance in construction projects. Through lectures and presentations, they grasp the importance of accurate estimation and costing in project planning and execution. Moving on to Unit 2, students delve into the various types of estimates. They learn about approximate estimates, their purpose, and the methods used for their preparation. Detailed estimates are then explored, emphasizing their role in providing precise project cost assessments. Through discussions and examples, students gain insights into the nuances of each type of estimate. In Unit 3, students learn the principles of taking out quantities, a crucial aspect of estimation. They understand measurement forms and abstract forms, essential tools for quantification in construction projects. Practical exercises and demonstrations help students master methods like the Long Wall Short Wall method and the Centre Line method, enhancing their skills in quantity estimation. Unit 4 introduces students to the principles of rate analysis, a vital component of costing. They explore factors affecting rate analysis and learn to conduct market surveys to determine current rates of materials and labor. By analyzing rates based on standard schedules of rates (SSR), students gain proficiency in assessing costs for various construction activities like excavation, brickwork, and plastering. In Unit 5, students focus on specifications, understanding their purpose and importance in construction projects. They learn to write general and brief specifications for different building items, ensuring clarity and consistency in project requirements. Through examples and case studies, students develop the ability to draft precise specifications tailored to specific project needs. Throughout the learning progression, students engage in a variety of teaching methodologies, including lectures, presentations, discussions, practical exercises, demonstrations, and case studies. This diverse approach caters to different learning styles, ensuring active participation and deeper understanding of the subject matter. By the end of the syllabus, students have acquired a solid foundation in estimation, costing, and specifications in construction. They are equipped with the knowledge and skills necessary to accurately estimate project costs, quantify materials, analyze rates, and draft comprehensive specifications. This prepares them for effective decision-making and project management roles in the construction industry.

Semester 6	S.Y.B.ARCH SEM-III BUILDING SERVICES Course Overview: Drainage Systems in Architectural Design introduction Understanding the principles and intricacies of drainage systems is crucial for budding architects. This course, tailored for second-year B.Arch students at Shivaji University, delves into the fundamental concepts of drainage systems, their design, installation, and maintenance. The comprehensive curriculum is designed to equip students with the knowledge to plan and implement effective drainage solutions at the plot level, ensuring functionality, sustainability, and compliance with sanitary standards. (Course Contents Design of Drainage Systems at PIot Level The initial segment of the course focuses on the design aspects of drainage systems tailored to specific plot requirements. Students will learn how to assess site conditions, including soil type, topography, and climate, to design efficient drainage systems. Emphasis is placed on understanding the flow of wastewater and stormwater, ensuring that the system can handle peak loads and prevent waterlogging and flooding. Inspection of Site and Locations of Fittings Site inspection is a critical step in the design and implementation of drainage systems. This module ('eaches students how to conduct thorough site inspections to identify optimal locations for drainage fittings and accessories. Key aspects include evaluating the existing infrastructure, identifying potential issues, and understanding the site's natural water flow. This hands-on approach ensures that students can make informed decisions about the placement of pipes, chambers, and other components. Sanitary Fittings: Classification and Types A significant portion of the course is dedicated to sanitary fittings, which are essential for maintaining hygiene and preventing contamination. Students will explore the various types of waste and soil fittings used in residential, commercial, and industrial buildings. The course covers the classification of these fittings, including traps, vent pipes, and interceptors, and their specific applications. [Jnderstanding these cl.assifications helps in selecting thc right fittings for diffcrcnt scenarios, ensuring efficiency and compliance with health standards. (Working, Variations, and Connections of Soil and Waste Fittings This module delves deeper into the technical aspects of soil and waste fittings. Students will study the working principles of different fittings, their variations, and how they are connected within the drainage system. Practical sessions will include demonstrations on the installation of fittings such as P-traps, S-traps, and floor traps, and their connections to waste pipes. This knowledge is essential for designing systems that are not only functional but also easy to maintain. Space Planning and Layouts Effective space planning is crucial for the seamless integration of drainage systems within a building's architecture. This section of the course focuses on the spatial aspects of drainage design, teaching students how to plan and layout drainage systems to maximize efficiency while minimizing the impact on the building's aesthetics. Students will learn how to create detailed drainage layouts that ensure all components are accessible for maintenance and repair, and how to integrate these systems into the overall building design. Maintenance of Drainage Systems Maintenance is a vital aspect of drainage system longevity and performance.

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

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C. Technical correctness of Drawings

Semester	Name	Document
Semester 1	F.Y.B.Arch Sem-I Theory of Structure-I	View Document
Semester 2		View Document
Semester 3	S.Y.B. Arch Sem-III Building construction and Material III	View Document
Semester 4	S.Y.B.Arch Sem-IV Building construction and Material IV	View Document
Semester 5	T.Y.B.Arch Sem-V Estimation Costing & Specification	View Document
Semester 6	S.Y. SEM-III BUILDING SERVICES	View Document

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

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

Semester 1	Human settlement and History of civilization- SEM-I 1. Prehistoric period: Evolution of man, relation between man and environment, rise of culture, and civilization. 2. Civilizations of specific places: Comparative study of various civilizations, including: Mesopotamian civilization: Influence/aspects, architectural characters, study of romantic cities. Roman Military town: Influence/aspects, architectural characters. Greek civilization: Influence/aspects, architectural characters, study of Greek cities. Egyptian temple: Egyptian temple architecture. Nile valley civilization: Influences/aspects, architectural characters, burial system. Indus valley civilization: Influence/aspects, architectural characters. Vedic civilization: Vedic village. City planning: Ur, ziggurat, Hanging Garden (Sumerian, Assyrian, and Babylonian). Key Topics The course covers a range of topics, including: The evolution of human settlements and architecture The influence of geography, climate, and socio-climate on the development of civilizations The architectural characteristics of various civilizations The study of specific cities and settlements, such as Greek cities and Egyptian temples The burial systems and other cultural practices of ancient civilizations Course Objective The course objective is to provide a comprehensive understanding of the history of civilization, with a focus on the settlement and architectural aspects of various civilizations. The course aims to equip students with the knowledge and skills to analyze and compare the characteristics of different civilizations.

Semester 2	Human settlement and History of civilization- SEM-II The study of Human Settlement and History of Civilization provides a comprehensive understanding of how human societies evolved from simple prehistoric communities to complex urban civilizations and modern planned cities. This subject examines the continuous and interconnected development of settlements shaped by geography, climate, culture, religion, and technological advancements. Beginning with the prehistoric period, it explores the early evolution of humans, their interaction with the natural environment, and the emergence of basic shelters and community living. As civilizations began to flourish, distinct settlement patterns and architectural styles emerged across regions. The Mesopotamian civilization introduced some of the earliest planned cities and monumental structures such as the Ziggurat, reflecting their religious and administrative systems. Egyptian civilization, centered around the Nile, contributed significantly through temple architecture, pyramids, and advanced burial practices. Greek civilization played a key role in shaping city planning concepts through the polis, agora, acropolis, and principles of symmetry, proportion, and civic space. The Romans expanded these ideas with highly organized military towns, roads, aqueducts, and public amenities that influenced urban development across Europe. In the Indian subcontinent, the Indus Valley civilization showcased advanced urban planning, grid layouts, drainage systems, and standardized architecture, while the Vedic period emphasized village planning shaped by social and cultural traditions. These early civilizations collectively demonstrate how environmental factors and cultural values influenced the growth of human settlements. The subject further explores the medieval period, where settlements in Europe and India exhibited distinctive features shaped by feudal structures, trade, warfare, and religious institutions. Medieval Indian cities with forts, temples, bazaars, and palace complexes grew organically, whereas European medieval towns developed around cathedrals, markets, and defensive walls. The Renaissance marked a major transformation in settlement planning, emphasizing order, geometry, and classical ideals. Renaissance city models, such as Jaipur, and Baroque planning examples like Versailles, reflect strong principles of symmetry, axial planning, monumental avenues, and controlled vistas that significantly influenced urban design. The Industrial Revolution introduced another radical shift, as new technologies, transportation systems, and factory establishments reshaped settlement growth. This era saw rapid urbanization, overcrowded industrial towns, social challenges. Modern planning concepts evolved as responses to the issues of industrialization. Thinkers like Robert Owen promoted community-based planning, while Ebenezer Howard's Garden City movement introduced self-contained, balanced communities with greenbelts and satellite towns. Patrick Geddes emphasized the importance of regional context, showcasing his triad concept of place, work, and folk, and C.A. Doxiadis formulated the Theory of Dynapolis and Ekistics, focusing on the science of human settlements. Planning ideas further advanced with the neighborhood unit proposed by Stein and Perry, influencing residential planning and modern suburban design, such as the Radburn layout. In India, modern town planning took shape through examples like Chandigarh and Gandhinagar, demonstrating structured grids, sectors, green networks, and modernist architectural principles. Collectively, this subject equips students with the ability to analyze and compare different civilizations, understand the historical evolution of settlements, and appreciate the diverse cultural, social, and environmental influences that continue to guide contemporary urban
Semester 3	HISTORY OF ARCHITECTURE- (SEM-III) The history of architecture is a critical subject for second-year Bachelor of Architecture (B.Arch) students, offering insights into the evolution of design principles and cultural influences. In this semester, the syllabus focuses on the development of Hindu, Buddhist, and Jain architecture, with an emphasis on their origins, distinct characteristics, and notable examples. These ancient architectural traditions provide a foundation for understanding spatial design, aesthetics, and structural ingenuity in historical contexts. Hindu Architecture Hindu architecture emerged during the Vedic period and evolved over centuries into distinct styles influenced by regional and cultural diversity. The two main temple architectural styles are Nagara (North Indian) and Dravidian (South Indian), with the Vesara style emerging as a hybrid in central India. Examples: 1. Brihadeeswara Temple, Tamil Nadu (Dravidian style) 2. Kandariya Mahadev Temple, Khajuraho (Nagara style) 3. Lingaraj Temple, Odisha (Kalinga style) Buddhist Architecture Buddhist architecture originated with the construction of stupas, monasteries, and chaityas to commemorate Buddha's life and teachings. Early stupas, such as the Great Stupa at Sanchi, were hemispherical mounds containing relics. Over time, Buddhist architecture expanded to rock-cut caves like the Ajanta and Ellora Caves, featuring exquisite frescoes and carvings. Viharas (monastic halls) and chaityas (prayer halls) reflect meticulous planning and craftsmanship. Examples: 1. Great Stupa at Sanchi, Madhya Pradesh 2. Ajanta Caves, Maharashtra 3. Mahabodhi Temple, Bodh Gaya, Bihar Jain Architecture Jain architecture, known for its intricate details and serene compositions, emphasizes simplicity and symmetry, adhering to the principle of non-violence (ahimsa). Temples were constructed to reflect spiritual purity and precision in craftsmanship.
Semester 4	HISTORY OF ARCHITECTURE- (SEM-IV) 1. Historical Context and Evolution Understand the historical development of Islamic architecture in India from the early medieval period to the Mughal era. Analyze the influence of political, social, and cultural factors on architectural styles. 2. Key Features and Elements Identify and study the key architectural elements, such as domes, arches, minarets, and jali screens, and their evolution over time. Explore the structural innovations and material technologies employed in Islamic architecture. 3. Regional Styles and Variations Investigate the regional adaptations and variations of Islamic architecture in India, such as those seen in Delhi, Gujarat, Deccan, and Bengal. Compare and contrast local influences and their integration with Islamic architectural traditions. 4. Monumental Case Studies Conduct detailed studies of iconic Islamic monuments, such as the Qutub Minar, Alai Darwaza, Jama Masjid, Fatehpur Sikri, and the Taj Mahal. Appreciate the planning principles and symbolism inherent in these structures. 5. Urban Design and Landscape Examine the role of Islamic architecture in urban planning, including the layout of forts, cities, mosques, gardens, and bazaars. Understand the significance of Mughal garden design and its cultural connotations. 6. Cultural Integration Explore how Islamic architecture reflects the synthesis of Persian, Central Asian, and Indian architectural traditions. Study the cultural dialogue between Islamic and local Indian art forms, crafts, and construction techniques. 7. Architectural Analysis and Documentation Develop skills in analyzing and documenting Islamic architectural styles and details. Use appropriate tools and methods to prepare measured drawings, sketches, and architectural reports. 8. Relevance to Contemporary Architecture Discuss the relevance of Islamic architectural principles in modern architectural practice, including elements of spatial organization, ornamentation, and cultural identity. Explore sustainable design lessons from historical Islamic structures.

Semester 5	HISTORY OF ARCHITECTURE- (SEM-V) The subject History of Architecture–II introduces students to the evolutionary development of architectural thought, form, and construction techniques as witnessed across significant historical periods in Egypt, Greece, Rome, Early Christian, Byzantine, and Romanesque cultures. Building on foundational knowledge gained in earlier semesters, this course emphasizes the chronological progression of architectural ideas in Europe and the western world, while highlighting how geography, climate, religion, society, available resources, technology, and aesthetics shaped the built environment of each era. The core objective of the course is to help students understand that architecture is a cumulative process—one where every new development is influenced by past knowledge, cultural aspirations, and technological innovations. By studying ancient civilizations and medieval architectural traditions, students gain a holistic perspective on how architectural solutions evolved under dynamic socio-cultural contexts. This understanding forms a critical foundation for preservation ethics, architectural appreciation, and creative design thinking. The first major segment of the course focuses on Egyptian Architecture, one of the earliest and most monumental architectural traditions. Students explore the symbolic and structural aspects of Egyptian design—such as massive stone construction, trabeated systems, hieroglyphic ornamentation, and formalized column types. Detailed study of pyramids, mastabas, rock-cut tombs, and temples like Karnak or Abu Simbel helps students grasp the relationship between religion, kingship, geometry, and spatial organization in ancient architecture. This unit strengthens the student's ability to analyze form, massing, and construction logic in early architecture. The course then transitions to Greek Architecture, which represents refinement, proportion, and the pursuit of aesthetic perfection. Students study the Doric, Ionic, and Corinthian orders along with concepts such as optical corrections and the golden section. Important urban structures—from the Acropolis to Agora, stoas, theatres, and civic buildings—illustrate how the Greeks balanced functionality with artistic ideals. Understanding Greek temple typologies and their meticulous detailing helps students appreciate harmony, symmetry, and visual balance—principles still relevant in contemporary design. Roman Architecture, the next key unit, extends this evolution by introducing engineering mastery. With the development of the arch, vault, and dome, Roman builders achieved unprecedented spatial volumes and infrastructural advancements. Through monuments like the Pantheon, Colosseum, aqueducts, bridges, and public baths, students study how structural innovation allowed architecture to serve civic life on a grand scale. This knowledge strengthens the student's understanding of construction systems, spatial planning, and urban design precedents. Moving forward, Early Christian and Byzantine Architecture highlight shifts in religious, symbolic, and spatial needs. The transformation of Roman basilicas into Christian worship spaces and the introduction of complex domical structures with pendentives, as seen in Hagia Sophia, demonstrate how architecture adapted to new cultural narratives. Finally, the Romanesque period introduces structural articulation, massing, vaulting systems, and the early foundations of medieval European architecture. Through examples like the Pisa Complex, students understand how evolving structural solutions and sculptural expression shaped church architecture. Through continuous sketching, seminars, and analytical exercises, this course helps students internalize historical design principles and apply them meaningfully in the architectural design process.
Semester 6	HISTORY OF ARCHITECTURE- (SEM-VI) History of Architecture III provides an insightful journey through significant architectural movements that shaped the built environment across Europe, America, and India. The subject examines how architectural styles developed through the Renaissance, Gothic period, Industrial Revolution, Modernism, and the post-Independence era in India. By studying these transformative phases, students gain a deeper understanding of the evolution of architectural ideas, construction technologies, cultural traditions, and design philosophies that continue to influence contemporary architecture. The course objective is to introduce students to major architectural styles within their historical, social, religious, cultural, and technological contexts. Students explore how geography, climate, materials, and construction techniques shaped the design approaches of each period. Through examples of pioneering architects and landmark structures, the course builds foundational knowledge for understanding how architecture evolved from symbolic religious expressions to technologically advanced and socially responsive modern designs. Ultimately, these understanding nurtures students' ability to appreciate architectural heritage while applying historical lessons to the design process. The subject begins with the Gothic period, focusing on France, Britain, Spain, Italy, and Central Europe. Students study the defining features of Gothic architecture—pointed arches, ribbed vaults, flying buttresses, and detailed window tracery. Iconic examples such as Notre Dame de Paris, Chartres Cathedral, Salisbury Cathedral, and Marburg Cathedral demonstrate the structural innovations and spiritual aspirations of the era. This unit strengthens students' skills in identifying architectural characteristics and understanding how technological advancements transformed spatial experience. The course then progresses to the Renaissance, a period marked by humanism, proportion, symmetry, and the revival of classical architecture. Students examine stylistic phases such as Early Renaissance, High Renaissance, Late Renaissance, Mannerism, Baroque, Rococo, and Neo-Classical. Through works by Brunelleschi, Alberti, Bramante, Palladio, Michelangelo, and Wren, students learn how architects reinterpreted classical principles in churches, palazzos, and villas. This unit supports the course outcome of enabling students to analyze architectural styles in relation to cultural and intellectual movements. The Industrial Revolution introduces students to dramatic shifts brought by new materials, mechanization, mass production, and rapid urbanization. By studying industrial towns like Manchester and Lowell, as well as structures like Albert Dock and Pentonville Prison, students understand how technology reshaped architectural typologies and city planning. This directly contributes to the learning outcome of understanding the impact of technological change on architecture. Modernism forms the most influential part of the course. Students explore key movements, philosophies, and new materials like steel, concrete, and glass. The works of Le Corbusier, Mies van der Rohe, Frank Lloyd Wright, Gropius, Louis Kahn, Zaha Hadid, and others highlight the global shift toward functionalism, minimalism, and innovation. This strengthens the outcome of interpreting architectural ideas within broader social and technological transformations. A significant focus is placed on the evolution of architecture in India after Independence. Students study the contributions of Le Corbusier, Louis Kahn, B.V. Doshi, Charles Correa, Raj Rewal, Laurie Baker, and other Indian masters. Their philosophies demonstrate how modern ideas were adapted to Indian climate, culture, and context, reinforcing the learning outcome of relating historical understanding to regional identity.

Semester 7	Landscape Architecture T.Y. Sem-V The subject of Landscape Architecture plays a crucial role in the academic and professional development of architecture students. This course is designed to provide a comprehensive understanding of the relationship between the built environment and the natural landscape. It emphasizes the importance of integrating natural elements into architectural design to create spaces that are not only visually appealing but also environmentally sustainable and functionally efficient. The course begins by introducing students to the fundamental concepts of landscape architecture, allowing them to grasp its meaning, relevance, and role as an allied field of architecture. Students explore various definitions, approaches, and methodologies that form the backbone of landscape design. Through this, they begin to see landscape not as a secondary or decorative feature, but as a core component of architectural and urban design. One of the primary focuses of this course is to familiarize students with different landscape styles from around the world. This includes an exploration of historical, cultural, and climatic influences that have shaped gardens, parks, and public spaces across different civilizations and regions. From the formal geometric gardens of France to the organic and spiritual landscapes of Japan, students will gain a broad understanding of how landscape design varies globally and how these styles can inspire modern-day practice. Another key aspect of the course is site analysis. Students learn how to observe and analyze a site with respect to its natural surroundings, including elements like topography, vegetation, soil, climate, water bodies, and ecological patterns. Understanding these aspects enables students to make informed design decisions that are sensitive to the site's character and environmental context. Site analysis forms the foundation of any good landscape project, ensuring that the final design complements the natural features rather than conflicts with them. The course also provides in-depth knowledge of hardscape and softscape design. Hardscape elements include built components such as pathways, pergolas, seating areas, retaining walls, paving, and other architectural features. These are essential for providing structure and usability to outdoor spaces. On the other hand, softscape elements refer to the living components of a landscape—plants, trees, lawns, shrubs, and water features. Students learn how to combine these elements effectively to achieve balance, visual interest, and ecological benefits. In addition to theoretical learning, the course aims to develop practical and creative thinking in students. They are encouraged to conceptualize landscape designs for various scales—from small residential gardens to larger public spaces. The design process is introduced with a focus on indoor–outdoor relationships, environmental sustainability, and user-centric planning. Students learn to respond to real-world site conditions and client needs through thoughtful and innovative landscape interventions. Ultimately, this course aims to create awareness about the importance of landscape architecture in shaping healthy, livable, and sustainable environments. It fosters a design approach that respects nature, enhances aesthetics, and improves the overall quality of life. By the end of the course, students will be equipped with the knowledge and sensitivity to integrate landscape thoughtfully into architectural practice.
Semester 8	4TH YEAR B. ARCH SEM-VII ENVIRONMENTAL PLANNING AND URBAN DESIGN Course Description: Tlre course on Enviror"rmental Planning and Urban Design is clesigned to adclress the clrallenges posed bytlre rapid and haphazard growtlr of towrts and cities. The course recognizes the intricate connection between the br-rilt environmerlt and the overall environrnent, emphasizirrg the need to understarrd both macro and rricro issues. It explores the historical wisclorn embeddecl in traclitional architecture that has been responsive to climatic conditions and aesthetically pleasing. Additionally, the coLlrse delves irrto the integration of modern teclrnology to achieve goals of sustainable development. Course Objectives: 1. Environmental Planning: . Developing Environmental Consciousness: Foster an awareness of the environmental aspects at the urban scale, emphasizing the interconnectedness of the built environment and the larger ecosystem. . Analytical Techniques: tquip students with the skills to study user patterns, perceptions, and behavior, and provide methods for recording, documenting, and analyzing these asPects. . Understanding Systems: Develop techniques for comprehending movement systems, activity patterns, visual and physical linkages, and studying the various factors influencing urban spaces. 2. Urban Design: . Team Collaboration: Cultivate teamwork skills for undertaking studies related to neighborhood planning and large-area development, presenting documentation effectively before exPerts. . Comprehensive Understanding: Demonstrate understanding of campus planning, sustainable settlement planning, landscape design, and the statutory framework related to waste management, environmental protection, and sustainability through urban design projects and housing case studies. . Application of Design Strategies: Apply both vernacular arrd modern urban design strategies to mitigate the negative impacts of the urban climate. . Resource Management Appreciate tlre role of efficient resource managemeqt (water, waste, materials, energy) in developing sustainable neighborhoods. Understand and implement URDPFI (Urban and Regional Development Plans Formulation and Implementation) guidelines. . Government Schemes and Urban Renewal: Demonstrate knowledge of different government schemes related to slum up gradation and understand the concepts of Urban Renewal. .i Exercise Devised: Tlre course incorporates a practical and applied approacli to learning, witlr a focus orr integrating theory into real-world scenarios. A significant component of tlre course is the design studio, where theoretical concepts are linked to practical design exercise,s. The following exercise is devisecl to achieve the course objectives. . Neighborhood Planning and Large-Area Development Project: Students will work irr teams to undertake a comprehensive study related to neighborhood plarrning and large-area development. The project will involve: . Conducting an in-depth analysis of the chosen neiglrborhood or area, considering environmental aspects, user patterns, and existing urban fabric. . Developing sustainable design strategies that blerrd vernacular and modern approaches to address urban climate challenges. . Presenting the documentation before a group of experts, incorporating learnings frorn both environmental planning and urban design aspects. . Applying the principles of campus planning, sustainable settlement planning, landscape design, and waste management within the framework of statutory guidelines. . Integrating URDPFI guidelines and exploring government schemes for slum up gradation. This exercise ensures that students not only grasp theoretical concepts but also gain practical insights into the cornplexities of environmental planning and urban design.
B. Explain the learning progression from 1st to 10th semesters highlighting the process followed	
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C. Upload ONE representative Portfolio/Assignment for each Semester/ Course along with Assignment/ Project Brief	

Semester	Name	Document
Semester 1	Human settlement and History of civilization- SEM-I	View Document
Semester 2	Human settlement and History of civilization- SEM-II	View Document
Semester 3	HISTORY OF ARCHITECTURE-I SEM-IV	View Document
Semester 4	4TH YEAR B. ARCH SEM-VII ENVIRONMENTAL PLANNING AND URBAN DESIGN	View Document

4. Professional Practice, Town Planning, Electives etc.

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

Semester 1	Professional Practice & Building bye laws Final Year Sem-9 Professional Practice is an essential subject in architectural education as it prepares students to transition from academic training to professional life. While design studios and technical subjects focus on creativity, construction, and technology, Professional Practice equips students with the knowledge of legal, ethical, administrative, and managerial aspects of the architectural profession. Teaching this subject aims to develop responsible professionals who understand not only how to design buildings, but also how to practice architecture ethically and efficiently. From a teaching perspective, Professional Practice introduces students to the regulatory framework of architecture in India, particularly the Architects Act, 1972 and the role of the Council of Architecture (COA). Students learn the significance of professional registration and the legal protection of the title “Architect.” This awareness helps students understand the seriousness of professional accountability and the consequences of misconduct, negligence, or unethical behavior. A major focus of teaching this subject is the Code of Professional Conduct prescribed by the COA. Through classroom discussions and case studies, students are made aware of ethical responsibilities such as honesty, integrity, confidentiality, impartiality, and respect for professional colleagues. Teaching these principles helps students realize that architectural practice is not solely a commercial activity, but a service-oriented profession with social and moral obligations towards clients, contractors, and the community. Professional Practice also emphasizes office administration and management, which is often overlooked during academic training. Students are taught the structure of an architect’s office, staff hierarchy, workflow systems, record keeping, and coordination with consultants. Basic accounting practices such as maintaining a cash book, ledger, balance sheet, and petty cash book are introduced to help students understand the financial functioning of an architectural firm. This knowledge is crucial for students who aspire to start their own practice in the future. Another important teaching objective is to familiarize students with professional agreements, fees, and contracts. Topics such as scale of fees, conditions of agreement, scope of services, and payment schedules are taught to ensure clarity and transparency in professional dealings. Students learn the importance of written contracts in avoiding disputes and maintaining healthy client–architect relationships. The syllabus further covers tendering procedures, contracts, and architectural competitions, which play a vital role during the execution stage of projects. Teaching students about tender documents, types of tenders, and the architect’s role in inviting and evaluating tenders helps them understand the practical realities of project implementation. Architectural competitions introduce students to professional exposure, originality, copyright issues, and fair evaluation processes. Lastly, the inclusion of building bye-laws, UDCPR, NBC, and environmental clearance in the sessional work ensures that students are aware of statutory regulations governing building design. This helps them integrate legal compliance with creative design. In conclusion, Professional Practice is taught to shape students into competent, ethical, and well-informed architects. The subject plays a crucial role in developing professional awareness, decision-making ability, and responsibility, enabling students to confidently face real-world architectural practice after graduation.
Semester 2	Elective- Architectural Journalism (Final Year B.Arch Sem-IX) Architecture Journalism is an emerging and vital subject in architectural education, particularly in the final year of the Bachelor of Architecture program. It bridges the gap between design practice and communication, empowering future architects to articulate ideas, critique built environments, and engage with the public discourse on architecture. The importance of this subject lies not only in developing a student’s writing and analytical skills but also in enhancing their understanding of architecture as a cultural, social, and political expression. In professional life, architects do more than design buildings; they interpret the relationship between people and spaces. Architecture Journalism helps students translate these complex ideas into accessible narratives that inform and educate a wider audience. Through articles, reviews, and critical essays, students learn to observe the built environment with sensitivity and express their perspectives with clarity. This skill is crucial in shaping public opinion and fostering awareness about sustainable development, heritage conservation, urban planning, and architectural innovation. Another important aspect is that Architecture Journalism trains students to think critically and evaluate architecture beyond aesthetic appreciation. It promotes analytical thinking, enabling them to question why certain design choices succeed or fail within a given context. When students engage in journalistic writing, they are encouraged to study case examples, analyze architectural movements, and draw connections between global and local practices. This intellectual engagement prepares them for advanced research, academic writing, and professional communication. Media plays a significant role in how architecture is understood and archived in society. Architecture Journalism introduces students to this relationship by teaching them how to document, interpret, and present architectural works effectively. In an age dominated by digital platforms, architects must be able to communicate through multiple media formats—articles, blogs, interviews, photo essays, and social media. The subject nurtures skills in visual storytelling, publication design, and ethical reporting, making graduates more versatile and informed professionals. For final-year B.Arch students, this subject also acts as a tool for self-reflection on their design philosophies. As they prepare their thesis or portfolios, the ability to write coherently about their projects allows them to express their conceptual strengths and design intentions. Writing becomes a means of refining thought, leading to more grounded and mature design solutions. Furthermore, students who develop a passion for writing may pursue careers in architectural criticism, media, research, or academia, contributing to the field’s intellectual growth. Therefore, including Architecture Journalism in the final year curriculum ensures that architecture students graduate not only as designers but also as informed, expressive, and responsible contributors to society. It nurtures their ability to document, critique, and inspire—skills that are essential in shaping the future of the built environment.

Semester 3	Elective - Vernacular Architecture (Fourth Year B.Arch Sem-VII) Vernacular architecture is an approach to design and construction that caters to local needs, using indigenous materials and techniques while reflecting the culture, traditions, and environment of a region. This course aims to explore the rich diversity of vernacular architecture in India and across the world, providing students with the tools to analyze and incorporate vernacular principles into contemporary architectural practices. The primary objective of this course is to help students identify and conserve the untapped values and principles of vernacular architecture, fostering the evolution of new architectural theories. It also aims to enable students to study various aspects of vernacular buildings and apply their findings to modern designs. By the end of this course, students will gain an understanding of the key aspects of vernacular architecture and develop the ability to apply its theories to contemporary architectural designs. The course begins with an introduction to vernacular architecture, its nature, purpose, and scope. Students will learn about the traditional wisdom embedded in vernacular practices through an analytical review of classifications and salient features. This section also highlights the important contributions of vernacular architecture to sustainable building practices. The next section explores examples of vernacular architecture in the history of global architecture, focusing on regions outside the Indian subcontinent. It examines the evolution of building forms influenced by local conditions such as climate, geography, materials, and cultural practices. Students will analyze how these factors shaped art, craft, and construction techniques in the period when the buildings were created. The course further includes case studies of contemporary architects from around the world whose work is inspired by vernacular architecture. These studies provide insights into the adaptation of vernacular principles in modern contexts, illustrating how traditional ideas can address contemporary challenges. Moving to the Indian subcontinent, the course investigates examples of vernacular architecture from Indian history. Students will study how building forms evolved in response to functional needs, local materials, and techniques, as well as cultural and environmental factors. This section emphasizes the deep connection between architecture, climate, and regional traditions. The subsequent section focuses on case studies of Indian architects who incorporate vernacular elements into their designs. Students will examine how these architects blend traditional principles with modern techniques to create innovative and sustainable structures. The course culminates in a design assignment, where students apply vernacular principles to create a building design with a built-up area of 200-250 square meters. This hands-on project encourages students to integrate their understanding of vernacular characteristics into a practical design, fostering creativity and critical thinking.
Semester 4	Urban and regional planning Fourth Year Sem-7 The Urban and Regional Planning course is designed with a vision to promote sustainable, resilient, and high-quality human settlements. These settlements aim to balance economic development, environmental enhancement, and social justice, which are essential for achieving sustainability across various scales, from local communities to the global stage. The overarching goal of the course is to equip students with advanced skills and the necessary depth and flexibility to navigate the challenges and complexities of urban and regional planning, especially in the context of global socio-economic and environmental issues. Additionally, the course aims to deepen students' understanding of the critical need for urban planning, particularly within the Indian context, by emphasizing its importance in shaping sustainable development. The course content covers a broad spectrum of urban and regional planning concepts, tracing the evolution of town planning and settlements from ancient times to the 20th century. Through this historical perspective, students gain insight into how town planning has evolved globally and in India, helping them appreciate the rich legacy of urban development. It introduces the core concepts of urban, regional, and rural planning, explaining how these domains interact and contribute to broader development goals. The course also highlights the significance of urban design in the context of architecture, examining how cities and built environments are created, managed, and transformed over time. In addition to theoretical knowledge, the course delves into the practical aspects of planning, particularly focusing on India's contemporary planning practices. It includes an introduction to the various Acts, Rules, Regulations, and Laws that govern urban and regional planning, providing students with the legal framework essential for effective practice. The course is structured to promote both conceptual and technical understanding. For conceptual clarity, it explores the evolution of cities and settlements, the importance of historical study in modern urban planning, and the concepts of neighborhoods, housing, and rural planning. It also addresses common challenges faced in urban planning and presents methods to improve urban conditions. On the technical side, the course covers topics such as surveying, zoning, and land use, giving students the tools they need to analyze and implement urban and regional planning strategies.

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

Semester	Name	Document
Semester 1	Professional Practice & Building bye laws Final Year Sem-9	View Document
Semester 2	Elective- Architectural Journalism (Final Year B. Arch. Sem-IX)	View Document
Semester 3	Elective - Vernacular Architecture (Fourth Year B.Arch. Sem-VII)	View Document
Semester 4	Urban and regional planning (Fourth Year B. Arch. Sem-7)	View Document

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

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

Semester 1	S. Y.B.Arch Sem-III Climatology and Architecture This course introduces students to the essential relationship between climate and architecture, emphasizing how environmental factors shape design outcomes. Climate greatly influences human comfort, energy efficiency, and overall building performance. By understanding these dynamics, students learn to apply climate-responsive strategies that lead to sustainable and efficient architectural solutions. The course begins by exploring how key climatic elements—solar radiation, temperature, humidity, and wind—affect the built environment and the comfort of its occupants. Students study how these factors vary across different regions and seasons, gaining insights into the challenges of designing for hot-dry, warm-humid, composite, cold, or temperate zones. Through this foundation, they develop the ability to evaluate climatic conditions and use them as determinants in the design process. A major component of the course is the study of solar design principles. Students examine sun path diagrams, solar angles, and the effects of latitude and time of year on solar exposure. Practical applications involve designing shading devices, analyzing shadow patterns, and understanding heat gain in buildings. These exercises help students create thermally comfortable spaces while reducing reliance on mechanical cooling or heating. The course gives equal importance to air movement and natural ventilation. Students explore how building orientation, form, and strategic placement of openings influence airflow. Concepts such as the stack effect, cross-ventilation, and the venturi effect are introduced to demonstrate how passive cooling can be achieved. Traditional architectural features like courtyards, jaalis, and wind towers are analyzed for their effectiveness in enhancing air movement in various climatic contexts. Another crucial area of study is thermal comfort. Students examine how temperature, humidity, air velocity, and mean radiant temperature contribute to occupant comfort. They learn to assess thermal comfort through climatic data and apply passive design strategies to mitigate issues such as overheating, inadequate ventilation, or high humidity levels. This understanding helps them design spaces that support health, productivity, and well-being. The course also encourages students to consider the broader environmental impact of architectural decisions. Sustainability is woven throughout the curriculum, promoting the use of local materials, renewable energy systems, and long-term ecological thinking. Workshops, case studies, and field visits allow students to observe and analyze built examples that successfully integrate climate-responsive features. By engaging with theoretical knowledge and practical applications, students develop a holistic understanding of climate-responsive design. They learn to approach architectural challenges with sensitivity to local environmental conditions, aiming to reduce energy consumption and enhance user comfort. Learning Outcomes By the end of the course, students will be able to: 1. Understand the importance of climate as a key factor in architectural design. 2. Analyze climatic elements and interpret their influence on building performance. 3. Develop energy-efficient design solutions suited to specific climatic zones. 4. Apply tools and techniques to create sustainable, climate-responsive, and user-centric designs. This course equips students to respond effectively to climate challenges, fostering responsible and innovative design thinking.
Semester 2	F.Y. B. Arch SEM-II WORKSHOP-I The subject Workshop II is designed to help students understand the three-dimensional side of design and to practice ways of expressing architectural ideas through hands-on methods. It focuses on techniques of model making and construction, allowing students to go beyond theory and develop practical knowledge, creativity, and skill. The course begins with carpentry, one of the oldest and most important construction practices. Students are introduced to carpentry tools and machines, learning how each one works and how to handle them safely. Along with tool usage, the syllabus also covers different types of joints and their applications. Joints are the basic connections that make wooden structures strong and stable. Students get to study and practice joints like lap joints, dovetail joints, and mortise and tenon, which helps them understand how wood is used in building and furniture. Alongside carpentry, the subject introduces traditional building techniques that rely on natural and local materials. Methods such as cob, wattle and daub, brickwork, clay work, and rammed earth construction are explored. These methods highlight materials that are eco-friendly approaches, showing students how simple materials can create strong and long-lasting structures. By experimenting with such methods, students gain awareness of how traditional techniques continue to influence modern sustainable architecture. Masonry construction is another important part of the course. Students are introduced to the basics of walls, arches, and corbels using stone and brick. Masonry requires not only material knowledge and craftsmanship but also an understanding of bonding patterns and structural stability. Practical exposure to these methods helps students connect old construction techniques with new architectural practices. The syllabus also includes visits to material sources and construction sites to bridge the gap between classroom learning and real-world situations. Students learn directly on the field how different materials are obtained—like stone from quarries, timber from depots, or bricks from kilns. Visiting construction sites gives them firsthand experience in observing ongoing work, techniques, and real-time problem-solving To enhance practical understanding, study tours are included as part of the course. Students visit sources of local building materials such as quarries, timber depots, or clay works to understand where and how material materials are obtained. Visits to buildings under construction further expose them to real processes, techniques, and applications of the materials they study. These experiences allow students to connect classroom knowledge with actual building practices, strengthening their professional understanding. A major part of the course focuses on model making, which is an essential skill for architects. Students are introduced to materials such as paper, paperboard, plaster of Paris, plastics, wood, and clay. Each material offers different qualities and challenges, teaching students how to shape and combine them to represent architectural forms. Through model making, they practice visualization, accuracy, and creativity, learning to communicate design ideas effectively. Workshop II therefore combines hands-on material learning with creativity and practical exposure. It teaches construction techniques, materials, and methods while encouraging students to appreciate sustainability and craftsmanship.
Semester 3	S. Y. B.Arch Sem-IV Serveying and Leveling The learning progression in land surveying is a journey from basic principles to advanced techniques, encompassing both theoretical knowledge and practical skills. Initially, students grasp the importance of accurate measurements in land management and development, along with legal and ethical considerations such as boundary delineation and property rights. They start with basic surveying methods like chain surveying for distance measurement and compass surveying for direction determination. Alongside, they get acquainted with leveling instruments like the dumpy level for height differentials. As they advance, students explore more sophisticated techniques like triangulation, using theodolites and total stations for precise angle and distance measurements. Understanding leveling and contouring becomes crucial; they learn to interpret contour lines on maps and use leveling instruments for height references and elevation profiles. Modern technology introduces students to GPS and GIS, revolutionizing surveying with real-time positioning data and digital mapping software. Photogrammetry, involving aerial photograph analysis, further enhances their ability to create three-dimensional maps and models. Moving into specialized areas like cadastral, hydrographic, and geodetic surveying, students apply tailored methods and instruments for specific surveying tasks. Fieldwork and practical exercises reinforce theoretical concepts, honing problem-solving skills. Internships with licensed surveyors provide invaluable real-world experience, often leading to professional certification or licensure. In essence, the journey begins with grasping foundational principles and gradually progresses to mastering advanced techniques, combining theoretical understanding with practical application. Through continuous learning and hands-on experience, aspiring surveyors become adept at tackling diverse surveying challenges and contributing to effective land management and development.

Semester 4	F.Y.B.Arch (SEM-I) COMPUTER TECHNOLOGY IN ARCHITECTURE- I In the realm of architecture, proficiency in computer technology is indispensable for creating, organizing, and presenting 2-dimensional drawings effectively. Here's a succinct learning progression covering key components and functionalities within a 500-word limit: Introduction to CAD Software: Begin by introducing students to Computer-Aided Design (CAD) software, emphasizing its pivotal role in modern architectural practice. Familiarize them with the basic interface and tools available in CAD software, such as AutoCAD, highlighting their significance in creating accurate and detailed 2D drawings. Fundamental Drawing Commands: Introduce essential drawing commands like line, circle, arc, and rectangle. Through hands-on exercises, allow students to practice using these commands to create basic shapes and outlines of architectural elements. Emphasize precision and accuracy in drawing execution. Editing Commands and Inquiry Tools: Teach students how to manipulate and refine their drawings using editing commands such as move, copy, rotate, and scale. Introduce inquiry tools that enable students to gather information about objects in their drawings, fostering a deeper understanding of design elements and their properties. Settings and Configuration: Explore settings and configurations within the CAD software, including units, grid spacing, and drawing limits. Guide students in adjusting these settings to ensure consistency and adherence to project requirements, laying the groundwork for meticulous design documentation. Layer Management and Line Types: Explain the concept of layers and their role in organizing and managing drawing elements effectively. Introduce different line types and their applications in architectural drawings, stressing their importance in conveying information hierarchy and visual clarity within the design. Dimensioning and Annotations: Introduce dimensioning tools and styles for adding dimensions to architectural drawings, ensuring accurate representation of size and scale. Teach students how to annotate their drawings with text elements to provide additional information and context, enhancing the communicative value of their designs. Introduction to Blocks and Attributes: Explain the concept of blocks as reusable content within drawings, promoting efficiency and consistency in design workflows. Introduce attributes as dynamic text elements within blocks, enabling students to add customizable information to their designs seamlessly. Texts and Fonts: Familiarize students with text tools for adding annotations, labels, and other textual elements to their drawings, ensuring clear communication of design intent. Explore font options and styles to achieve readability and aesthetic coherence in text presentation. Output and Printing: Teach students how to prepare their drawings for output using printers or plotters, covering various settings and options such as paper size, orientation, and scale. Emphasize the importance of print quality and accuracy in architectural documentation, preparing students to produce professional-grade drawings for presentation and communication purposes. Hatching and Patterns: Introduce hatching tools for representing materials and indicating areas within architectural drawings, enhancing visual differentiation and detailing in design documentation. Explore different hatch patterns and their applications, allowing students to convey texture, materiality, and spatial relationships effectively. Isometric Drawing and Perspective: Introduce students to isometric drawing techniques for creating 3-dimensional representations in 2D space, enabling them to visualize and communicate spatial relationships more intuitively. Explore perspective tools and techniques

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

Semester	Name	Document
Semester 1	S. Y.B.Arch Sem-III Climatology and Architecture	View Document
Semester 2	F.Y.B.Arch. SEM-II -WORKSHOP-I	View Document
Semester 3	S. Y. B.Arch Sem-IV Serveying and Leveling	View Document
Semester 4	F.Y.B.Arch (SEM-I) COMPUTER TECHNOLOGY IN ARCHITECTURE- I	View Document

PART 2

Self-Assessment by Institution

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

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

View Document	View Document
Self-Assessment Marks (Out of 10)	10

iii. Transparency in publishing course information and the Evaluation System (rubric system followed if any) *(documented and published on website)*

View Document	View Document
	10

B. Faculty Training/QIP Details/online courses of more than 30 hours attended during the last two Academic Years *(give 2 marks per faculty per program attended during the last two Academic Years)*

View Document	View Document

Self-Assessment Marks (Out of 10)	10
C. Seminars/Workshops/Symposiums/ webinars organized during the last Academic Years *(give 2 marks per event organised and attended by students/ faculty from other institution)*	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
D. Papers/Chapters/ Books authored/ curated by the faculty and published in during the last three Academic Years *(give 2 marks per publication in India, 3 marks per publication abroad)*	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
E. Initiative to address societal concerns during the last three Academic Years *(give 3 marks per initiative)*	
View Document	View Document
F. Study Tours organized during the last Academic Year *(give 2 marks per study tour of not less than 4 days)*	
View Document	View Document
G. Outreach activities: Participation of faculty members in regional/ national professional bodies during the last Academic Year *(give 2 marks per activity)*	
View Document	View Document
H. Participation in NASA / COA Thesis awards program/ National and International competitions during the last Academic Year *(give 3 marks for NASA competitions participation, 3 marks for CoA thesis awards participation, 2 marks each for other national and international competitions participation)*	
View Document	View Document
I. Awards won by students/ faculty members/ institution/ alumni during the last three Academic years *(give two marks for each award won)*	
View Document	View Document
J. Details of Extra-Curricular/Cultural Activities Participated during the last Academic Year *(give 2 marks for each participation)*	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
K. Academic Competitions conducted by the institution/ participated by students from other institutions during the last Academic Year *(give 5 marks for each competition)*	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
L. Institutional consultancy done during last five years *(Give 2 marks per project)*	

View Document	View Document
Self-Assessment Marks (Out of 10)	10
M. Whether Higher Qualifications acquired by Faculty Members (supported by the institution)	
View Document	View Document
Self-Assessment Marks (Out of 10)	10
N. Mentorship Programmes - Student mentorship programmes in academics for Performance Enhancement/ Personal Levels (Counselling)	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks (Out of 10)	10
O.Best practices and Activities of (Overall marks 2)	i. Heritage clubs
Choose Option	Yes
View Document	View Document
ii. Music	
Choose Option	No
iii. Drama	
Choose Option	No
iv. Photography	
Choose Option	Yes
View Document	View Document
v. Nature club	
Choose Option	Yes
View Document	View Document
vi.other	
Other	0
Choose Option	Yes

View Document	View Document
P. Feedback	
i.Compilation of student feedback	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks	10
ii. Compilation of Alumni feed back	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks	10
iii. Compilation of feedback from faculty members and non teaching staff	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks	10
Q. Academic master plan/ Road map for the five years and previous/ current year	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks (Out of 10)	10
R. Internal Quality Assurance systems	
Choose Option	Yes
View Document	View Document
Self-Assessment Marks (Out of 10)	10
S. Policies and Programmes of the institute for gender parity	
i.For students	
Choose Option	Yes

View Document	View Document
ii. Faculty members	
Choose Option	Yes
View Document	View Document
iii. Non teaching staff	
Choose Option	Yes
View Document	View Document
T. Institutional Distinctiveness/ Uniqueness	
Choose Option	Yes
View Document	View Document
U. Difficulties faced / Gaps identified / Mitigation measures taken	
View Document	View Document

GENERAL INSTRUCTION

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

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

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

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

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

For Office Use

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Receipt No:	

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

Digitally signed by Dr. A.P. Wategave
DN: cn=Dr. A.P. Wategave, o=Appasaheb birnale college of Architecture Sangli, ou=Principal, email=principal@abcasangli.edu.in, c=IN
Date: 2026.02.03 12:48:40 +05'30'

(Digital Signature of Head of the Institution)

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

Digitally signed by Mr. Sameer B. Birnale
DN: cn=Mr. Sameer B. Birnale, o=Shri.Vasantrao banduji patil trust Sangli, ou=Chairman, email=sameerbbirnale@gmail.com, c=IN
Date: 2026.02.03 12:49:06 +05'30'
Adobe Acrobat Reader version: 2025.001.21111

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

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