



# **SELF STUDY REPORT**

**FOR**

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

**VIVA SCHOOL OF ARCHITECTURE**

VIVA SCHOOL OF ARCHITECTURE, VIVA CAMPUS, NEW BUILDING,  
SHIRGAON, VIRAR EAST, PIN CODE 401 303

401303

[www.vivaarch.org](http://www.vivaarch.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### Introduction

Vishnu Waman Thakur Charitable Trust was founded by Shri. Hitendra Thakur in 1988. The trust was formed with goal to handle educational concerns and to uplift remote area of Vasai. In 1989, trust started first school, Utkarsha Vidyalaya and today it serves a student body of over 25000+ pupils, studying from KG. to PhD.

The trust consists of sixteen educational institutions offering pre-primary to professional degree programmes. It has achieved its goal of providing equitable access to education for all. It periodically establishes, supports, and runs educational institutions in the district's rural areas in an effort to improve the Palghar District. Providing people living in the rural zone more opportunity by offering educational facilities. Modern infrastructure is reputedly made available to students by the trust, resulting in improved learning outcomes.

VIVA School of Architecture was founded on September 4, 2010 under the trust. A humble beginning with an intake of 40 students and currently has an intake of 80. The institute lying in the lush green lap of nature in Virar East, Palghar, is a private, self-financed institution affiliated to the University of Mumbai. The programmes is approved by the Council of Architecture, New Delhi, and All India Council of Technical Education, New Delhi.

The design is taught as a knowledge-based discipline and creativity is encouraged. With its vibrant atmosphere and highly skilled faculty members involved in the study and investigation of architecture at all levels of hierarchy, VSoA is a fascinating place to be. Meeting and learning from practicing architects, artists, and other industry representatives who are actively influencing the creative environment are all part of VSoA. Supporting modern methods of working while adhering to design fundamentals through computer graphics, digital archiving, and multiple media projects.

Students study with a creative and intellectual rigor; as a result, they are ready to assume professional and entrepreneurial roles and responsibilities. Collaborating in a setting that pushes each student to reach their greatest potential, the students work together. In order to bring out the best in each student in a supportive setting, the faculty members ensure that every student is monitored.

### Vision

#### Vision:

Our vision is to be a School of Architecture, built on rich Indian values where students are evolved as professionals competent in shaping the nation in global scenario, having cognizance of social and civic responsibility. The School thrives in producing conceptual thinkers and designers who are trained in the discipline of progressive critical theory, humanities, innovative technologies, appropriate solutions to the needs and demand of ever evolving society. The school is committed to producing achievers embedded with desire to serve the nation by providing highly competent and service minded professionals through strength of their creative and analytical mind.

## **Mission**

### **Mission:**

The mission of the School is to play a vital role in development of enhancing inclusive and sustainable habitat. Encourage and anticipate paradigm shifts, and respond to change in the local, national and international communities. The trust wishes to promote activities which make an institute stand apart and become a legend in its lifetime.

The mission of the trust is to provide the highest quality education infrastructure to students aspiring to be global professionals so that It can compete with the top institutes in the developed countries. The trust aspires to become the most important member of the education community in Maharashtra.

It aims to create a world class education facility and environment and to bring global quality professional education to the doorstep of the students of the region and to serve the nation by providing highly competent and service minded professionals. It also intends to create a strong research organization to help the thriving industry and growth of India.

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

### **Institutional Strength**

#### **Strength**

The institution located in the lustrous green environments away from the city's pollution and disturbances, boasting one of the robust infrastructures that is more than the prescribed requirement of CoA.

Aim is to facilitate education to rural part of Palghar district, locals and Adivasis. The major population of Virar is dependent on Mumbai for its employment, the trust has taken up the responsibility to provide education from the grass root level so the students do not have to travel far. The trust operates and manages around 16 institutions offering education from KG-PhD.

The faculties are sensitive to accommodate and facilitate the students coming from vernacular background, introducing them to architecture. Eight batches have graduated, the institution takes effort to assist the graduated undertaking their projects, startup, entrepreneurship.

As per the result-analysis student admitted at First Year have graduated with higher scores from this institute. This is evident with alumni perusing their PG not only at institutes of national repute but also top International Universities. Our alumni have also won recognition, acclamation awards for professional work in the industry.

The school provides mentors to the students for dissertation topic by our alumni association, to guide them as per their area of specialization. The institution is sensitive towards the overall development of the students by ensuring the much needed exposure, involvement in extra-curricular activities, inculcating management skills and leadership qualities. The student council along with other committees is active and plays a vital role in promoting and engaging into activities related to social causes and sustainable life- style.

The school has ensured its social responsibility by adopting sustainable design practices, conserving natural resources like rain-water harvesting, use of solar panel; reducing the dependency on the electricity distributor. To curb the growing pollution and carbon emissions, the students are also provided with local bus transport facility from the nearest station to the institute's doorstep.

The appointed faculties are strictly in compliance of the eligibility criteria as per the CoA Regulation Act which is duly approved by the UoM and 25% of the teaching load is taken care by the visiting faculty.

## **Institutional Weakness**

### **Weakness**

Affinity of the local parents towards the city colleges which are also affiliated to the UoM has led to the dwindling admissions since last four years. The admissions to the institute is done by the centralized admission process by the Government of Maharashtra State Common Entrance Test Cell, Maharashtra State, Mumbai. It has been observed from last three years the substantial delay in the admission process has resonated aspiring candidate to opt for other courses. This difficulty is faced not only by the institution but across Maharashtra State.

The apex body, CoA has no provision for grants that are similar to AICTE. Lack of awareness of architecture profession in the Palghar district has been noticed which also affects the overall exposure to the stream.

The institute is not able to implement the ever-changing professional requirements which has led to increased gap between professional expectations and academic deliverables.

## **Institutional Opportunity**

### **Opportunity**

VSoA was the first school offering Architectural education and presently is one of the two institutes functioning in the district. The institution has a sanctioned intake of 80 students per academic year. Additionally, the institute can accommodate two post-graduation courses in the existing infrastructure which will extend new prospects to the architecture students in and around Palghar.

This year the institute has also started a three-year full time Diploma in Architecture course approved by the CoA for students who have passed 10th Std.

The alumni in the last eight years have spread across nationally and internationally creating a very proactive and supportive bond not only with the fresh graduates but also with the existing students.

The faculties can benefit by setting up their consultancy and research cell in the institute by taking up projects from the local authorities as it is now one of the two colleges in the entire district of Palghar.

The vicinity of the institution with the metropolitan city Mumbai and its connectivity can give access not only to the students but also to the faculty towards the major projects as case studies and meeting the leading professionals and architectural firms of Mumbai for maximum exposure to the industry.

## **Institutional Challenge**

### **Challenges**

Mumbai university offers doctoral program through its one and only study center located in Panvel, thus perusing PhD. research is a task for the faculties. Currently the Principal has enrolled for PhD at the University of Surat in Gujrat and an another faculty has registered for the same from Pune. This is one of the major challenge faced by research scholars here.

Furthermore, the eligibility requirement for the faculty in architecture as per CoA and UoM does not have mandatory PhD requirement, it is merely a dimmable. This leads deficit in the research scholars being included has faculties in architecture education throughout Mumbai. Not only this institution across the Mumbai.

Currently the lack of awareness of architectural education within the people residing in Palghar district was felt when the institute was contacted by the junior colleges and school to conduct architecture awareness drive. The lack of awareness of the students regarding the national aptitude test has been mandated by CoA as eligibility criteria to first year B.Arch. Also, many students from various cast and categories are also not aware of the government scholarship availed to them.

With every increase in salaries and the implementations of the pay scale will lead to an experimental increase in cost of naming the institution and subsequently leading higher fees can be a major discouraging factor.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institute, VIVA School of Architecture, Virar, is affiliated with the University of Mumbai (UoM) and has been approved by the Council of Architecture since 2010. The institute follows the curriculum developed by the university. For effective planning and delivery of curriculum, the institute has developed a system. For effective curriculum delivery, the institute has facilities like well-designed classrooms, studios, and e-resources as per the prevailing CoA Institution 2020 norms. The teaching-learning process is evaluated through the progressive assessment conducted as elaborated in the self-study report, subject-wise. Sessional exams and theory exams are being conducted as per the university guidelines. Teachers of the institution participate in the assessment and evaluation process of the affiliated university and the setting of question papers for UG programs. Site visits and case studies are being conducted as a part of co-curricular activities. Expert lectures and guest lectures are being organized at the institute level as a part of co-curricular activities. The Allied design, college project and elective courses are being formulated and conducted as per the University syllabus. Add-on and certificate programs are being conducted at the institute level to make students gain added knowledge and industry-ready. Cross-cutting issues, i.e., human values, environment and sustainability, gender equality, and professional ethics, are being addressed through various courses during the program. Students are encouraged to engage themselves in activities addressing experiential learning through fieldwork, project work, etc. Syllabus feedback from various stakeholders is conducted, to understand and analyze the need of scope and improvement for betterment of functioning of the institute which is taken forward with the academic and attendance committee formulated as per University prescribed committees.

## **Teaching-learning and Evaluation**

VSoA is a privately funded institution and the admissions are handled through the Maharashtra State Level Centralized Admission Process (CAP). The CAP process is administered by the State Level Admission Regulating Authority (ARA). The matrix is distributed and allotments are made in accordance with government regulations.

The institution complies with the guidelines set forth by the CoA (Minimum Standard of Architectural Education, 2020) the primary governing body for Indian Architectural education. Architecture is a professional field, students enrolled in the course must possess a thorough understanding of theory, practice, evolving professional standards. The faculty are chosen and appointed in accordance with sanctioned intake, meeting the eligibility requirements by CoA. The student-teacher ratio by CoA facilitates effective, seamless conduct for all subjects. Allowing teachers with sufficient time to complete reviews, through criticisms, mentor-mentee teaching methods.

Experiential, Participative, Problem Solving Learning methods are all included in the pedagogy. Every course uses appropriate approach during curriculum conduct, depending on its requirements. The institute uses an inclusive, innovative and comprehensive teaching-learning method in academic modules with use of ICT resources. At commencement of academic term, a well devised teaching plan, submission schedule, mode of conduct and outcome of the assignment are established. Ensuring guarantee that theory and practice are interwoven throughout the semester and vertically for all the years. The processes of learning and evaluation ensure that students gain a deeper understanding of theory and practice. The faculty arranges site visits, seminars, workshops, guest lectures, exhibitions, and juries to give students multiple opportunities to engage with the professionals and experts in the field.

The Institution adopts the practice of pre-defined deliverable mode to ensure equity and uniformity in the assessment process. The attainment of POs and COs is mapped through the internal and external assessments. One institutional reform that is proposed is the weightage of attendance in the evaluation process. The institute maintains a transparent evaluation system by having an active Grievance Redressal Cell to promptly resolve any issues. This policy allows us to develop higher levels of student satisfaction over the period of time thus maintaining transparency in the evaluation process.

## **Research, Innovations and Extension**

VSoA maintains a research culture with an analytical approach to better and sustainable developments. Well-equipped extensive library, e-library, environmental lab, surveying lab, computer center plays vital role in research studies and critical thinking.

The institute's innovation ecosystem comprises qualified faculty, professionals and timely industrial practice with research experience. The institute facilitates innovative projects every year with faculty support, professional exposure. During the last five years' students from institute have participated and won accolades nationally and internationally. VSoA Institute has signed MoU with professionals from industries to facilitate the transfer of knowledge for the overall development of students. The institute invites experts from renowned institutes and industries to share their work and expertise with faculty and students. VSoA organizes Lectures, Exhibitions, Workshops to develop skills.

The faculty and students have collaboratively and individually contributed in research publications at National and International Level Conferences and Journals. Very few journals are available for Scopus and UGC for Architecture, despite the challenge the faculty and students have presented papers internationally and the works have been published in journals nationally and internationally. The school is also working on its own publication cell and is in process of formulation and receiving its independent publication serial no.

The Student body plays an important role in regional understanding of socio-eco stature of the community around it. By various measures and means, under several occasions and events they conduct events, programs benefiting the underprivileged sections of the society. The School promotes extension activities to develop sensitivity towards community issues, gender issues, inculcate values, commitment to society, drives to culminate the sense of safety etc. The institute collaborates with the neighboring community, centers for extension and outreach programs. The institute also supported and played crucial role by offering their campus during the global pandemic as an isolation center, arranging vaccination drive for the villages around.

The students of the institute have been placed in schools of excellence across the nation and secured respectable scholarships, positions and performance accolades. The students in practice have secured jobs in firms spread across the City as well as Nationally and Internationally.

### **Infrastructure and Learning Resources**

VSoA provides infrastructure as per the CoA, Regulation 2020. Institute follows APPENDIX-C for Infrastructure requirement, library requirements and requirement of computer center at the institute.

#### Appendix-C:

A: Space defines the area requirement for various rooms at the institute. Institute has 10 studios, 4 lecture rooms, Computer center, Library (with e-library section), Staff rooms, Principals office, Administration office, various activity rooms and spaces, surveying lab, Environmental lab, Material Museum and Model making workshop. Area requirement of the all rooms and spaces are as per the Council of Architecture (Minimum Standards of Architectural education) Regulation 2020.

B: Library Facility defines the facility requirement at the library.

VSoA library ensures the availability of books and journals for students. Institute has a collection of 3980 books along with 2394 titles, 375 Design Dissertation Report and 40 CDs of various subjects. The library is partially automated and operates with Integrated Library Management Software. The Library facilitates OPAC access to the students that enable on-line access of the catalog. Library is also possessing Digital Library e-resources with remote access facility. Institute library has subscribed to K-hub. It has a diverse collection of 1180 e-Journal/Magazine, 2634 e-books and 433 Videos on various subjects.

C: Computer Center defines various requirements of IT facilities. We have computer center with total 40 available computers, with desired internet connections. In all institute have provided 76 computers for students and additionally 19 computers for staff and for other uses. Institute has updated software like Adobe Creative Cloud, Corel Draw graphics, Sketch-up studio and various educational software's like AutoCAD and Revit Architecture. Institute have separate reprography center where Printers, scanner, plotter and Xerox facilities are available for students. Institute also has Power Backup, Network Security and CCTV Surveillance facility at the institute.

Institute upgrades its infrastructure facility, IT facility, Library and also carry out maintenance of it. Percentage spending of institute on infrastructure (Excluding salary) of last five years is 24.03 %. Whereas Percentage spending of institute on maintenance (Excluding salary) of last five years is 7.22%.

### **Student Support and Progression**

VSoA provides guidance to the students and their parents regarding the benefits of scholarships and freeships provided by the Government and Non-Government agencies and thus help them in getting it done. The Trust has assured about the relaxation in fee for the students who come from the economically weak class and this has been included in this criteria. Apart from the curriculum various capacity building and skills enhancement initiatives are taken by the institution for the overall progress of students in their life. The Institute has formed a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases through implementation of guidelines of statutory/regulatory bodies, organization wide awareness and undertakings on policies with zero tolerance, mechanisms for submission of online/offline students' grievances.

The college has encouraged for placement of outgoing students and students progressing to higher education. The institute has mentioned the number of awards/medals for outstanding performance in sports activities at state level competition. Sports and cultural programs in which students of the Institution participated during the last five years (organized by the institution) are mentioned here in this criterion. The college has connected the roots of all students with the regional language by organizing cultural events like 'Marathi Bhasha Diwas', 'Shiv Swarajya Diwas etc. in college'.

VIVA school of Architecture has formed an Alumni Association to nurture the alumni and to facilitate contributing significantly to the development of the institution through financial and non-financial means, Institutional Vision, Leadership and Strategy Development. It also provides them with job opportunities and can improve their knowledge.

Alumni play an active role in voluntary programs like mentoring students in their areas of expertise. They also play a significant role in contributing scholarships to deserving students. Alumni get in touch with students and share their expertise and best practices in a given field.

### **Governance, Leadership and Management**

VSoA aims to be one of the best architecture schools offering a remarkable study environment and facility to create young professionals who thrive to make their mark in the industry. The school is committed to fostering the next generation of environmentally conscious and socially conscious individuals. It seeks to provide students with the opportunity to develop an environment-aware and receptive curiosity about architecture education. It incorporates a standardized method into the curriculum for teaching alternative technologies and concepts through hands-on, visual exercises. VSOA promotes young minds' overall growth and development in addition to their professional well-being.

The school has an effective perspective plan which has been drafted for smooth functioning of the institute and is also visible through the policies and the administrative setup adopted. Every year the College Development committee discusses and implements ways to supports its vision and mission. The institute also aims to incorporate e-governance operations through administrative, accounting, student support and in the examination department primarily for easy functioning and reducing the use of paper as much as possible.



The trusts provide adequate welfare measures to the faculties in terms of dedicated computers, projector arrangement, Wi-Fi to carry seamless academic and administrative work. A yearly appraisal system is being adopted and implemented as per the engagement and contribution of the working staff. The institute also provides financial assistance to the faculty to attend workshops and conferences by recognized national and international bodies like the Council of Architecture.

The trust accounts its financial management and resource mobilization by carrying out financial audits at the end of every financial year. It also strategizes the utilization of funds for every year by studying the previous year's financial statements and audits performed by a Chartered Accountant company.

The academic committee and now the internal quality assurance cell has significantly contributed in the progress of the institute. It reviews the teaching and learning process, and maintains uniformity and equity in the evaluation process; uses the pre-defined methodologies of operations in classrooms. The learning outcomes are reviewed at periodic intervals and records the growth and improvement through various activities.

### **Institutional Values and Best Practices**

VSoA has since inception dwelt and built its roots via a tightly knit cultural and social responsible aim. The institute has promoted initiatives towards several causes towards the betterment of society and inspired the students to practice a responsive behavior and attitude towards life.

The school has safeguarded the well-being of all its students by being gender inclusive and adaptive towards changing times. Events, Activities are conducted for women rights and awareness towards gender equality. Women's cell is an active and functional committee that works for reforms towards needs and requirements of all female students and employees at the institution. The school has also safe-guarded adaptive design approach in its infrastructure for specially challenged people. Provision of ramps, lifts, handicap toilet, reserved dedicated reading space in library and computer lab for ease of work are few provisions to list and explain the role of school for Divyangjan.

The institute on the larger perspective also works forward in contributing towards a green and clean environment. There is a dedicated committee to ensure the green campus initiatives are adhered to strictly. This institute promotes conservation of energy and use of renewable energy sources and has a solar energy generation system and uses Power-efficient equipment in the campus. VSoA also arranges various programs, events and activities to inculcate the awareness about green environment in the students.

The college runs initiatives like Human Values and Constitution Values to educate staff members and students about the institute's constitutional duties and rights as well as the values, duties, and responsibilities of citizens. The institute's goal is to help students adopt an innovative mentality by hosting a nationwide gathering. This institute's commitment to social responsibility motivates it to consistently improve community well-being; blood and clothing drives are held to that end.

In order to fulfil the institute's mission of providing students with a comprehensive education through the acquisition of information and skills, faculty and student motivation for the skill development required for research activities has been given top priority.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIVA SCHOOL OF ARCHITECTURE
Address	VIVA School of Architecture, VIVA Campus, New Building, Shirgaon, Virar East, Pin Code 401 303
City	Virar
State	Maharashtra
Pin	401303
Website	<a href="http://www.vivaarch.org">www.vivaarch.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chakor A. Mehta	091-7447491000	7447491000	-	admin@vivaarch.org
IQAC / CIQA coordinator	Vinita K. Kolhe	091-7588816706	7588876706	-	vinitak@vivaarch.org

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	<a href="#">View Document</a>	08-06-2023	12	Renewed Yearly

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VIVA School of Architecture, VIVA Campus, New Building, Shirgaon, Virar East, Pin Code 401 303	Rural	0.6	11292.97

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BArch,B Architecture	60	HSC	English	80	6

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

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

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	5	4	0	9
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	2	0	1	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	5	2	0	7	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	54	0	0	0	54
	Female	43	0	0	0	43
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	9	10	9
	Female	2	2	4	4
	Others	0	0	0	0
ST	Male	1	3	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	12	9	14	12
	Female	13	15	16	10
	Others	0	0	0	0
General	Male	50	64	78	71
	Female	51	59	76	83
	Others	0	0	0	0
Others	Male	2	4	2	2
	Female	5	4	4	2
	Others	0	0	0	0
Total		144	169	205	193

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	There are five institutions functioning under the disciplines of engineering and technology, management, pharmacy, art, and architecture in Shirgaon Campus. The Trust has prepared a plan of
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action to become a deemed university that awards degrees in a holistic multidisciplinary field. Every institution affiliated with the Vishnu Waman Thakur Charitable Trust has either obtained NAAC accreditation or is in the process of doing so. With more than 25 years of institutional experience in the field of education, Vishnu Waman Thakur Charitable Trust is the first and largest educational facilitator in Palghar Region. The Trust is providing education to students from rural and low socio-economic backgrounds. The vision of NEP is to provide educational excellence to students for greater opportunities in our nation and as global citizens. The key principle of NEP is diversity of curriculum and pedagogy, with technological innovations in teaching methodology enforcing critical thinking and logical decision-making towards creative and sustainable growth. VSoA has initiated the integration of courses across all semesters (vertical integration). The design, planning, and research briefs are curated with the aim of catering to the needs and challenges at the local and regional level. The curriculum is designed to promote documentation and analysis in a regional context to map the architectural and urban features of the region. VSoA has also contributed to the design solutions for the projects in pipeline with the Local Area Planning Authority (VVCMA). The program of architecture itself is a multidisciplinary program as described by the affiliating university, i.e., the University of Mumbai (UoM). The current syllabus offered by UoM permits the institution to adopt self-developed curriculum content and modes of teaching and learning in the courses of Allied Design Studio, Electives, and College Project, though they only form 25% of the total curricular content. The school is thriving to make changes in their curriculum and extracurricular activities to aid NEP by creating a holistic growth plan. In lieu of the NEP recommendation, the institute is planning to propose a detailed plan of action to ensure readiness for NEP implementation. The following amendments are to be foreseen in the academic planning at our institution:

- Choice-based electives as per specialization needs.
- Inter-Departmental Electives with VIVA Institute of Applied Arts, VIVA Institute of Technology and VIVA Institute of Management and Research.
- MoU's with architectural institutes within the state and national capacities.
- Collaborating with



	<p>international agencies and educational bodies for certification courses and short-term remote skill training programs. The Council of Architecture (CoA) has already proposed a framework that will permit and offer flexibility to the current curriculum of architecture education. In addition to the framework set by CoA, the institution is currently engaged in creating a compendium of data based on the basis of survey findings through documentation, design solutions, and urban mapping of the gathered data under various courses. The institution has engaged its curricular exercises in identifying the issues and preparing proposals that need to be addressed through architectural interventions.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution has made a provision via examination committee, that instructs the candidates regarding the policies of examination and grading systems offered by the UoM. The candidates are furthermore informed during the admission to the program of Architecture at the institution for registering and maintaining the documents on the Digital platform of Academic Bank of Credits. The details of the registration process for the students have been displayed on the students notice board along with a sensitization session by the exam section which provides clarity and information on eligibility criteria's, internal assessment, marking schemes and cumulative grade point average system. We have initiated for academic bank of credits (ABC). The students have registered for the same. Information for the same is being submitted to the UoM, every term of the annual academic year. In lieu of NEP recommendations: • VSoA is looking forward to provide an opportunity to the students to enroll and qualify in national and internationally accredited programs and upgrade their grades on the ABC portal provided by the GoI. • We as an institution encourage all the learners to register for courses under NPTEL, Infosys Spring Board, SWAYAM etc. recommended by Directorate of technical Education (DTE) and in return the credits earned by the students can be used for their future prospects and educational credits. The Institution is in the nascent stage of implementation of Academic Back of Credits, however the Institution has maintained digital documentation of all data available for its implementation over the period of time.</p>

## 3. Skill development:

Architectural Education is a professional course that requires a dynamic approach from the traditional education methodology. The knowledge system at the institute is not just theoretical but is also based on skill development subjects and techniques, as designed and prescribed by UoM and CoA. The courses across all semesters are inclusive of vocational training, soft and hand based skills. Students are gradually introduced with drafting techniques, visual memory development, model making, other allied workshops to develop hands on training for building and structural proficiency. Advancing from developing hand based skills the learning further focuses along with the advancements of technological innovation in Architecture, Engineering, and Construction (AEC) industry. VSoA conducts software training like MS-Office, AutoCAD, Google Sketch up, Revit, Corel Draw etc. This has helped the students develop their graphical representation and creativity. In addition, the institute also cultivates the analytical skillset by encouraging development in the domain of professional code of ethics, management, communication, critical thinking, human values, and leadership etc. this aids the students during their Semester VIII, professional Training of 90 days. This training period is compulsory for all the candidates as per UoM, and a log book is maintained by the students to record their respective training experiences. This is furthermore assessed by the external examiners and is a part of grading system in the academic curriculum.

## 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The syllabus at UoM is well defined in English dialect which is a globally accepted medium of education, this enhances better opportunities for future post gradation admissions to the students of architecture enrolled under UoM. As Indian regional languages are not a part of the specified curriculum, we as a regionally located institution focus on the use of local language for better communication with the admitted candidates. As the students admitted to the school are majorly from a vernacular background or rural geographical setting, the institute encourages the use of local languages. To facilitate ease of communication right from admission stages, the institute has appointed its administration staff from the same local and vernacular background. The institute also promotes writing and publishing in

	<p>Indian languages like Marathi, Hindi, etc. in its independent publication of Annual Magazine “VIVANTRIT”. The discussions and lectures delivered by the faculties are also ensured to be well explained in both English and any other Indian language of comfort. The Institute promotes celebration for days of social and cultural importance like Marathi Bhasha Divas, Swarajya Diwas, Swatantra Diwas, Gantantra Diwas etc. by means of local language and performances. The adoption of Indian Knowledge System (IKS) by the institute for the implementation of NEP 2020 is under its way of being implemented thoroughly.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>In accordance to the Statutory Regulating Authority (SRA) CoA has established Minimum Standards of Architectural Education for monitoring the qualitative conduct of the courses. This is revised timely to ensure the effectiveness of the course outcome (CO) with the changing society and trends of the professional industry. A detailed quantitative syllabus is defined by the (affiliating University) UoM. The curriculum is defined in cognizance of aforementioned authorities, to maintain the qualitative and quantitative aspects the academic calendar, time table, and subject specific teaching plans. The institute has implemented outcome-based education that clearly states Program Outcomes (PO) and CO. The CO is defined in accordance to the well-defined time requirement for the syllabus completion. The PO is designed with respect to the design centric approach and conditioned to the uniqueness of the curriculum. The objective of developing a comprehensive understanding of the relationship between technical and skill based subjects is met by integrating theory, skill and technical subjects into the Design Processes. The Institution has well defined guidelines for its curriculum, the subjects are planned for an overall term and semester. Well monitored effort is put to streamline the academic planning of the term, ensuring no overlaps are found in different PO’s. The monthly academic audit by the academic committee has facilitated to the growth in students’ academic outcome. The meticulously adopted subjects and teaching plans have resulted as an emerging area of best institutional practice. The inclusion of these values that are open for improvements is helping the institution to adapt with</p>

	the goals and objectives of the NEP 2020.
6. Distance education/online education:	<p>The Institute does not have program in the Online Distance Learning Format as per the regulations of CoA and UoM. However, during the global pandemic, Covid-19 the educational institutes saw a reform in teaching methodologies. During this period VSoA equipped itself with online platforms for a successful completion of academic learning. Various platforms like Google Classrooms, Google drive for assessment delivery, Concept board for design discussions, Any Desk for student IT support, Zoom, WebEx, Google meet are to list a few that were utilized for optimal purposes. Hybrid methodology of learning has been continued at VSoA. These online classrooms are still utilized optimally enabling us to have a secured database of course outcome. The institution has resumed making online classrooms along with face to face learning. This is envisaged in New Education Policy by educators and students not treating geography as a constraint anymore. The entire campus is Wi-Fi equipped and the Institute is equipped with various IT facilities. The Institute has state of the art computer and digital lab that enables IT based learning. The institution promotes use of IT enabled digital tools in the conduct of academic curriculum. The institution has adopted a hybrid learning model for enhancement in learning. The Institution promotes the use of IT tools, applications and software's for achieving the learning outcomes that are mapped through reviewed teaching plans.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Institution has set up the Electoral Literacy Club in alignment with the guidelines of the Election Commission of India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	VSoA executive committee for elections is formed from the registered students of the institute, for undertaking year along activities as per academic calendar. The details of the committee designations and its members is timely uploaded on the college website. The committee is selected annually and hence there is no bias in selecting candidates as they are voted for the position by the general student

	<p>body(GSB) as per electoral norms. Yes, faculty coordinator is appointed by the College Head, and student co-ordinator are appointed by the GSB. The committee is functional for varied aspects of the institute covering literature, social, cultural, sports and physical activities as per Directorate of Technical Education (DTE). Yes, its representatives are in character. Additional students can register with the elected committee to join as the association member and continues to remain as a member till the completion of the Academic Year.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The institution is very sensitive about decimating the constitutional rights of its citizens to the youth of the nation. Since inception of the institution the institution has promoted and encouraged formation of the Students Council through democratic process of selection of the student's council by Voting Ballet process. Any student contesting for the post is also allowed and encouraged to campaign his candidature during the breaks in every class along with his supporters. The contesting students have also adopted the WhatsApp group to campaign and create awareness of their rightful candidature. However in lieu of the architectural education and disallowance by the UoM of the student's council elections the students being of the political parties Has not been encouraged. The highlight of the student's council election is the counting of the Ballet Votes cast which is presided by the principal in front of the entire student body including the contesting candidates followed by an informal detailed lecture by the Principal who happens also to be a law graduate discussing the intricacies, importance and relevance of electorals as per the constitution of India. In the Semester VII, for the subject of Professional Practice gender equality followed by awareness based on Vishakha Case the students are (especially Girls students) are sensitised of their rights as per the Vishakha Committee and addressal of grievances. Architectural Education being associated to design of buildings of various typologies following the laws of state and nation as per National building code addresses the rightful participation of under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens etc. GBM are conducted for students to represent or create awareness, slogan writing, poster/</p>

	<p>logo making competitions has helped spread the awareness while ensuring interest of students in participation. The nominated members from the committee are identified as Students Council for conducting awareness campaigns and constitutional activities to educate students and staff like Mass Reading of the Preamble of the Constitution of India, 'Celebration of constitutional day'.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>In the Semester VII, for the subject of Professional Practice gender equality followed by awareness based on Vishakha Case the students are (especially Girls students) are sensitized of their rights as per the Vishakha Committee and addressal of grievances. The students learn about the rights of under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens etc. by design centric curriculum and projects revolving around the awareness issues prevalent to the society. This can also be reflected in the choice of dissertation topics and design proposals for the same. The VSoA electoral committee is in its nascent stages of evolution and the Institute is in formulation for the policies required for implementation of the same.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The institute has ensured all students eligible (above 18 yrs. of age) have registered on the Electoral list and submitted details. The students admitted to VSoA as based on the eligibility norms as per CoA, which requires the student to be 10+2, or 10+3 graduates which only allows 18+ years of candidates to admission.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
144	169	205	193	218

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

### 2 Teachers

#### 2.1

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

Response: 40

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	21	24	25	26

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
101.78	83.9	59.9	93.5	129.0

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



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The curriculum for B.Arch. education is defined as an outline and suggestive in the COA (Minimum Standards of Architectural Education) Regulations, 2020. The Institute is affiliated with the University of Mumbai (UoM) under the provisions of the Maharashtra Public Universities Act, 1994. The syllabus is duly approved by the Board of Studies, recommended by the faculty of technology, and followed by the academic council. & Management Council.

The syllabus is duly approved by the University of Mumbai. The academic calendar, curriculum, and co-curricular schedules of the academic year are declared by the UoM through yearly circulars.

The link to the syllabus prescribed by UoM: [https://vivaarch.org/Academics\\_Syllabus.aspx](https://vivaarch.org/Academics_Syllabus.aspx)

**Institution's systematic and effective curriculum planning system:**

**The curriculum is planned systematically for effective working in alliance with the declared circulars of the term calendar and list of holidays from the University of Mumbai.**

Under the provisions of the CDC, the academic calendar is approved at the institute for term-yearly academic planning. The calendar comprises all the yearly events and activities, both curricular and extracurricular :-

1. **Time table preparation:** The timetable is prepared w.r.t. syllabus, teaching plans, and exams mentioned therein. The allocation of subjects and teachers on timetable is done on the available subject experts from the team of core faculties and visiting faculties. The teaching load and subject assigning are done as per the CoA's guidelines for the teacher-student ratio, i.e., 1:10, especially for studio based subjects.
2. **Subject File:** The subject file is maintained by every subject in charge. This includes copy of the syllabus for the course, teaching plan, schedule of submissions, list of references, briefs for design subjects, monthly attendance sheets, internal assessment sheets, records of declared defaulters.
3. **Teaching Plan:** The class in-charge ensures all the subject teachers develop and evolve teaching plans as per the syllabus and academic calendar considering various student activities (extracurricular), public holidays, etc. Assignment planning is as per the teaching plans, based on the course objectives and outcomes, including site visits and case studies (field or industrial visits) to be carried out for the respective subjects. The marking system is based on the above.
4. **Submission Schedule:** The teacher schedules out and plans the lectures for the entire semester

after adopting a work breakdown system for the effective conduct of theory classes. The teacher separately plans the schedule of submissions, which are internally assessed by the teachers.

5. **Continuous internal assessment:** Architectural education comprises extensive students' work (hand-done or digital), such as making large drawings, presentations, reports, and scaled models. In certain subjects, with no theory papers but extensive student work based on creative and analytical thinking, viz. individual to every student. The institute has evolved an internal marking system based on upgrading, gives every student three attempts to obtain higher grades and improve their grades. This student-centric provision has been evolved to reduce the stress and anxiety associated with a 5-year-long program.
6. The institute furthermore provides professional counselling to the students at no cost and on a need basis.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 08

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 44.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	101	136	23	101

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

#### **Professional Ethics**

Architecture being a professional program, the Institute adheres and professional practices, code of conduct as laid down by the Council of Architecture & University of Mumbai

Institute conducts various activities and practices within the courses and extra curriculum every year to upgrade and update students about the current practices in industry and knowledge about professional ethics. Professional ethics are taken care by the course like Professional Practice The course of Practical Training is included at semester VII as internship as well which allows the student to practice as intern at various Architectural firms to understand and practice professional ethics.

The syllabus gives the flexibility in the subjects like Electives, College projects and Allied design. At first year these courses are taken up to enhance skills like “Communication skills, Presentation Skill & basics of design”.

Industrial visits and participation of students in professional activities also add to their knowledge about professional ethics.

## **Gender**

The gender sensitization is made sure by institute through planning year round the comment meets, activities, organizing lectures on subjects like women's health, hygiene and safety by the faculties or professional. Participation of girl students is ensured by reserving a post of Ladies representative in Student Council and teachers from the respective committees assures their participation decision-making and motivating the students for gender sensitization.

In courses such as Architectural and Design Dissertation students sensitively work on gender issues and develop solutions using design responsiveness.

## **Human Values**

The curriculum inspires students to work on differently abled persons, informal sector, tribal and rural development, social issues, slums, etc. as a part of their Architectural Design course and have been supported and promoted through design courses and thesis projects.

To inculcate human values in the student's mindset, Students are encouraged to work on projects incorporating universal design and social issues related projects.

## **Environment and Sustainability**

The Institute focus on the instilling the sensitivity towards environment through curriculum and student's participation promoting various sustainable green practices by conducting various activities.

The Institute has conducted numerous tree plantation activities as a part of their green initiative.

As a part of Teaching and Learning Process Environmental concerns and Sustainable design approaches are integrated through subjects like Environmental Studies, Architectural Theories and Design. To promote, sustainable aspects like social, environmental and economic issues the exercises are is focused towards it and taken accordingly in subjects and research work. To intensification student's self-confidence their research work has also been presented in national and international conference along with research paper publications.

The institute also have the solar system in place as an Alternate sources of energy and energy conservation measures are taken up with regular maintenance and audits. Rainwater harvesting is done via rain water recharge within the premise. As a part of solid waste management, the Institute encourages the use of dustbins and segregates waste.

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

**1.3.2**

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

**Response:** 100

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

Response: 144

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

**1.4 Feedback System****1.4.1**

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 42.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	40	23	68

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	80	80	80	80

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 45.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	7	14	10	17

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	33	17

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 9

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The curriculum for the Architectural education is defined as an outline and suggestive in the Council of Architecture minimum standard of Architectural education 2020. VIVA School of Architecture, Virar affiliated to University of Mumbai (UoM) and under the provisions of Maharashtra Public University Act. The syllabus is duly approved by the adoc BoS and duly approved by recommendations of Faculty of Technology followed by the Academic Council and Management Council under section 541of Maharashtra University Act 1994. The curriculum i.e the syllabus is duly approved by the University of Mumbai. The curriculum of the students includes various methodologies, three main methodologies followed are experiential learning, participative learning and problem solving methodologies.

The teaching plans are designed with the three Pedagogical methods of learning using ICT tools. The institution has a curriculum conduct policy that defines the mode of conduct & Pedagogy through teaching plan. The use of ICT enabled tools including online resources for effective delivery of all student centric methods have enhanced pedagogy delivery and the students are better adapted to the requirements of the profession.

### **Experiential Learning:**

Experiential learning is an engaged learning process where students “learn by doing”. Students carry out field study, settlement study, and site visits of the completed site or an ongoing project. Students use the facilities available at the material museum, surveying lab and environmental lab for hands on experience. Fourth Year students during Professional Training (Internship) experience the professional exposure. Students learn Socio-Cultural Aspects and settlement planning with the help of subjects such as Urban Design, Town Planning (Allied Design), etc through the cross sectional study of the selected region/city with the help of literature review, physical mapping of buildings, nodes, streets; analysing for the existing status of infrastructure, problem identification and simple solutions for better working of the society.

### **Participative Learning:**

Participative Learning provides students with an opportunity to gain professional values, knowledge, and skills, which include group study, group presentations, inter college competitions related to architecture, Students develop a basic understanding of the relationship of materials to construction systems by doing market surveys in groups. While doing case studies of the architectural building, students gather the data related to typologies, understand the various aspects of designing and construction style, design requirements for particular design problems stated in the syllabus.

### **Problem Solving Methodology:**

Problem solving methodology, is adopted for the subjects such as Architectural Design, Allied Design, and Design Dissertation wherein the student is expected to solve the given problem and innovate or design the solution for the given problem. Technical subjects like Theory and Design of Structures, Quantity Estimation, surveying and levelling, etc. Faculties resolve the student’s problems by guiding them in doing calculations and carrying out the technical work. In subjects like Architectural design, Building Construction & Material, Working Drawings faculty guides in technical drafting and Architectural Drawing.

Every student of VIVA School of Architecture is exposed to all such pedagogies or methodologies of learning by which students gain in depth knowledge on the subject.



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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 97.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	23	20	17

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 0

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

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

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

#### INTERNAL ASSESSMENT

Evaluation Procedure Communication

**Academic Calendar:** The dates for commencement of term, term break and examination is schedule as per Circular for Arrangement of Terms declared by University of Mumbai. As a transparent practice, academic calendar with teaching plans and submission schedule is shared with students at the beginning of each term. The calendar highlights the submission for subjects, dates for declaration of monthly defaulter lists, and the end of semester with final days of submissions and exams to be conducted.

**Semester Orientation Program:** The academic calendar and the teaching plans for each subject are shared with the students by respective subject in-charge in the first lecture of each subjects. Syllabus, Teaching Plan and Submission Schedule is disclosed with students. The submission requirement, methodology and expected outcome is discussed with students.

**Internal Sessional Work and Assessment:** The students are given three chances to upgrade their assignment for each subject/course. This procedure of assessment and upgradation is communicated to the students through their official email ID, Notice Board and WhatsApp group at the beginning of the semester.

Evaluation Procedure Conduct

**Internal Assignment Evaluation:** The date of submission for the assignment is declared and assessment mark is given on the submission day. If a student fails to submit, he/she can submit in the week. Also, students who have already submitted can upgrade their internal sessional marks by reassessment of their internal sessional work.

**Defaulter List:** Attendance and Performance is assessed on monthly basis and defaulting students are informed through declaration of defaulter list. The defaulter list is shared with students on their official email ID. Parents are informed about declaration of Defaulter List through WhatsApp group. Defaulting students are given one-week time to submit their assignment and clear the default.

**Default Summary:** After the third defaulter list, students found defaulting in sessional work are given additional time for upgradation/assessment. The defaulting students are informed with further course of action by examination in-charge.

**Declaration of Exam and Result:** The dates of the examination are shared on WhatsApp group and displaced on Notice Board. Results are declared as per the guidelines of University of Mumbai vide its

circular for examination.

### EXTERNAL ASSESSMENT

The External Viva-Voce schedule and submission requirements are part of the Program brief and Teaching Plan. The Institution follows rules and regulations of University of Mumbai for appointment of external examiners and conduction of exams.

### TIME-BOUND AND EFFICIENT GRIEVANCE REDRESSAL SYSTEM

The institution does not have any long standing grievances beyond the specified time limit. After the declaration of results, students are permitted to apply for revaluation and/or obtain photocopies of the answer booklets as per University rules. The Grievance procedure is displayed on the notice board and the revaluation result is displayed within 30 days of last application day if any.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

The curriculum for the Architectural education is defined as an outline and suggestive in the Council of Architecture minimum standard of Architectural education 2020. VIVA School of Architecture, Virar is affiliated to University of Mumbai (UoM) and under the provisions of Maharashtra Public University Act. The syllabus is duly approved by the adoc BoS and duly approved by recommendations of Faculty of Technology followed by the Academic Council and Management Council under section 541of Maharashtra University Act 1994. The curriculum i.e. the syllabus is duly approved by the University of Mumbai. Institute has reviewed course outcome statements and slight modifications made to include the blooms taxonomy expectations. These CO statements are prepared by every faculty and reviewed by the academic committee and the Principal. After approval of these statements and PEO and PO by the College Development Committee these statements are followed during the continuous evaluation process (CEP) and semester end evaluation (SEE). The CEP and SEE then form the basis for the determination of the attainment.

Following paragraph describes how the teacher and the students are aware with stated program and course outcome Statements discussed and reviewed during the IQAC meeting. Statements of Vision, Mission and PO are then disseminated through website and display to communicate with Students & teachers. During the training guidance provided regarding the statements of PO and CO; Academic committee and Principal conducted the meeting to discuss the draft statements of CO prepared by the

course faculty and finally approved by Academic committee and the Principal. Statement of Vision and Mission are displayed at various locations including the office of head of institution and other authorities. Statements of the PO and CO are displayed in the institute at various locations. Statement of Vision, Mission, PO and CO are the part of examination file prepared by the respective Class In-charges. Institute heads and other authorities communicate these statements during various internal presentations / workshops / seminars etc. Vision, Mission and programme outcomes are also displayed on the College Website.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

On the basis of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) score attainment of Course Outcome (CO) and Programme Outcomes (PO) is calculated.

**Subject Attainment levels in terms of Student's Performance is mapped in the following manner:**

Attainment Level	Benchmark
Level 1	50% or less students getting 55% + marks
Level 2	> 50% - 69.99% and above students getting 55% + marks
Level 3	75% and above students getting 55% + marks

Calculation of CO and PO attainment levels is done on the basis of taking the average of all the evaluation parameters contributing towards attainment.

Scale of 1 to 3 is used for establishing Correlation between CO's and PO's wherein 1 being slight low (Average), 2 being moderate (Medium) and 3 being substantial (Highest).

A Mapping Matrix is prepared in this regard for every course in the programme.

- In Step 1 quantification of values corresponding to mapping is done.
- Averaging values and Normalization give the Programme attainment levels.

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

### 2.6.3

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

**Response:** 92.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	40	40	32	32

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	42	40	34	34

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process****Response:**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

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

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

**VIVA School of Architecture (VSoA) is an institution affiliated to University of Mumbai (UoM) conducting a professional degree course. Based on course specialization (as conceptualized by Council of Architecture (CoA) and requirements of the syllabus considering education standards by UoM; the school pursues research with study tools, their references based on History, Planning - Settlement Studies, Local and Regional Context, Sociology, Structural Science, Environment, Heritage, Research, Analysis, Investigation of any project as an inception to the Design understanding and learning.**

**VSoA - Entrepreneurship and Innovation (Alumni Association) supports students/alumni for startup projects through campus. The infrastructure of the campus is made available to the start-up seekers of the institute to promote Entrepreneurship skills. The availability of such resources without any need for external aid or financial burden helps formation of start-up culture in the institution. The eco-system not only encourages participation but also provides inspiration to other students on the campus.**

Platforms provided through infrastructure at VSoA include: **Permanent Exhibition and Material Library** which is open to Students for reference and to **share knowledge from past work**, it is also open for students to **keep on updating the Material Lab** with new materials and **innovative solutions in Architecture, Engineering, Construction (AEC) Industry**. The school has made provisions for the students with infrastructure facilities such as Computer lab, Environmental Lab, Surveying-Leveling Lab, Library/e-library remote access, Model Making which gives students space to research, analyze, think, **innovate/participate in competitions at global level**.

**Workshops at VSoA** allow students to innovate Model Making, exploring joineries and techniques that can be replicated in wooden works. A decent and varied types, mediums and sizes of Plotting and Printing within the campus where students can innovate and experiment with their presentation. **Dedicated Library with physical as well as digital facilities** (E-resources: k-HUB & Scanning) and Archive room where all the data and knowledge from the students' work, Competition entries, **Mapping of Urban neighborhoods** etc. are archived after the creation.

Defined by CoA and UoM; Research, Innovation, Learning extensions are ingrained in the system of **teaching learning pedagogy**. Institution has adopted various initiatives under **Indian Knowledge System (IKS) policy** as aforementioned. **Documentation of Local precincts** and their study and analysis, **Mapping of growth and development** as per the development plan of VVCMC, **Documentation of research** conducted by students in the Design Dissertation for Semester IX, Introduction of Electives courses / Workshops under College Projects are to name a few.

RAW Engineering is an incubation Centre, by the trust for all institutions under the trust's banner; providing a platform for research (MoU attached). Apart from the initiatives taken by the institute in various areas to encourage innovations, creation, transfer of knowledge amongst students; The institute also encourages **participation in professional competitions** individually or as a **team for innovation-creation of knowledge**. Initiatives devised for knowledge transfer through academic research, architectural paper writing culture at Institution. **Participation in Teacher training programs**, conducting them in collaboration with the **CoA-Training & Research Cell** for promoting Research based ideologies.

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

### 3.2.2

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

**Response:** 17

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



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

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.03

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.3.2

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.3**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	6	2	3	1

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

**3.4 Extension Activities****3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

VSoA has established Social Responsibility as a core value and has conducted various local events and programmes in regional context such as for KSHAN, Tree Plantation Drive, other contributions were done to the society during Covid – 19 at VSoA Campus by the Educational trust's. VSoA is an Environmentally Conscious School that saves paper and tries to reuse papers from assignments and reports and submission once their assessments are done. We at VSoA save fuel by disallowing students to travel independently and travel by buses allotted to them. VSoA is a school that practices using environmentally friendly materials and disallow use of plastic.

**KSHANN:**

We at VSoA, we strive to imbibe within the fraternity a religion of sensitivity and thoughtfulness, a desire to connect to the people and the society we live in and an emotion to give back to the society.

We celebrate friendships day every year with our beloved friends, we party, we gift, and we do everything to make them feel special. But, there are many folks who are deprived of this special day.

Keeping these things in mind, every year the students of VSoA along with their social awareness team KSHANN celebrates an innovative friendship day which makes the day special for such fragments in the society. The students of VSoA have visited Ashram school located at Bhatane, Palghar district.

They have celebrated Friendship's Day with various other sectors of society like Fire Safety Department, conducted drills at Railway Station for railway safety, and celebrate the friendship day with the people of society that need attention, love, and care, by being kind and generous.

### **TREE PLANTATION:**

VSoA has always been environmentally conscious as a school. Our campus is located geographically in a beautiful terrain and setting of natural mountains are the backdrop to our institution. Every year on account of Independence Day we plant trees in and around our campus to keep up with the development and deforestation in the region. This is our little effort to maintain the climate around us and supporting the global issue of climate change.

### **COVID – 19:**

Our campus was allotted to the district collector and was served as an isolation center during the pandemic lockdown phase 1 and phase 2 in the year 2020-21. We conducted a covid-19 vaccination drive for the villages located and people living around the campus in the year 2021-22.

Our campus plays an important role for the women living around the campus, we have an in-house appointed PMC that plays a vital role towards the employment of rural women by creating jobs for them in hospitality team and canteen.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **3.4.2**

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

#### **Response:**

VSoA has established Social Responsibility as a core value and has conducted various local events and programmes in regional context such as for KSHAN, Tree Plantation Drive, other contributions were done to the society during Covid – 19 at VSoA Campus by the Educational trust’s. VSoA is an Environmentally Conscious School that saves paper and tries to reuse papers from assignments and reports and submission once their assessments are done. We at VSoA save fuel by disallowing students to travel independently and travel by buses allotted to them. VSoA is a school that practices using environmentally friendly materials and disallow use of plastic.

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**Local newspapers had published and praised our contribution to the society. Our contributions to the society and events conducted were published and featured in the local paper.**

**VSoA and its event KSHANN that is conducted every year was praised and motivated by the local media and supported by the local government. VSoA instilled this value in its students starting with the year 2015-16, and till day continues to celebrate the Friendship’s Day in all its glory.**

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

**3.4.3**

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

**Response:** 10

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

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

  

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 13

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The physical infrastructure for Architectural institutions is provided as per the norms stated in APPENDIX C: INFRASTRUCTURE REQUIREMENTS of the CoA Standard Regulations, 2020 gazette on August 11, 2020 (affiliated by UoM).

The institute has adequate academic and other activity spaces as follows:

**Lecture rooms** are provided with adequate area of 99.50 sq.mt. min. and with capacity for 40 students. All rooms are equipped with modern facilities including projectors, interactive boards, and seating arrangements to create an engaging learning environment.

**Studios are** 10 nos. fully equipped with an average area of 200 sq.mt. each designed with various amenities. All studios are equipped with drafting tables, lockers, stools for seating, and a discussion table. Each studio is designed with ample natural light and ventilation, ensuring a comfortable working environment and provision for use of laptop and putting LCD projector.

**Staff rooms** for core as well as visiting faculty. Institute provides double shutter and single shutter tables for core staff and visiting staff. Cupboard, drawing shelves, file cabinets are provided for various file work and submission work in staff rooms.

**The Administration Office** is situated at ground floor for easy access, having a total area of 97.5sq.m. Staff is provided with sufficient storage spaces and furniture for file work.

Institute has a **Computer Lab** with seating capacity of 40 and has an area of 102.5sq.m. With desired internet speed in the campus. Institute updates its IT infrastructure facility timely.

**Library** is a well-stocked with a wide range of books, academic journals, and digital resources to support research and self-study. Library has a reading section, newspaper table, books section and journal section separately. Reading area is separately assigned in the library.

**Laboratories/Practical Spaces** are provided with an area of 51.5 sq.mt., fully equipped with related instruments. Institute has an **Environment lab**, fully equipped with all related instruments for practice for students to gain hands-on experience. Area provided for the same is 102.5sq.m. Institute has a

dedicated **Material Museum**.

Adequate **drinking water facility** is available for everyone at the institute, with a water cooler and RO machine placed on every floor.

**Student Support Facilities** include **Sports Room(Boys Common Room)** for students, playgrounds for kho-kho, volleyball and badminton. The institute has established a dedicated **common room for female students(Girls Common Room)**, with 2 single-sized bed, chairs, and recreational equipment like a Carom board and Chess set, offering a comfortable space for relaxation and leisure activities.

Institute ensures that the infrastructure is accessible to all students, including **special abled (Divyangjan)** by providing lift, ramp and wide doors so that wheelchairs can pass without obstructions.

Institute establishes a regular maintenance schedule to ensure that the facilities and equipment are in good working condition to minimize disruptions in the teaching and learning process. Cleaning of floor, washroom takes places on daily basis

**CCTV surveillance** is available 24x7 CCTV for surveillance with aim of safety and security purposes on all floors.

Institute has canteen which serves various types of eatables and beverages on all working days of college.

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

#### 4.1.2

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

**Response:** 24.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
16.34	10.38	4.27	55.80	26.31

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

VIVA School of Architecture (VSoA) is managed by Vishnu Waman Thakur Charitable Trust. The School was established in 2010 at Virar (East) Shirgaon Campus. The College is approved by Council of Architecture (CoA), Directorate of Technical Education (DTE), Government of Maharashtra, and is affiliated to Indian Institute of Architects and Mumbai University.

- Library in VSoA is provided as per the norms stated in APPENDIX C: INFRASTRUCTURE REQUIREMENTS Clause: B Library Facility, of the council of Architecture (Minimum Standards of Architectural Education) Regulations, 2020 duly gazetted on August 11, 2020.
- The Library of VIVA School of Architecture is located at the ground floor for easy access with a total area of 330.3 sq. whereas the requirement of library area as per CoA norms is 180 sq. with a seating capacity of 50 Students.
- The library has a separate reading table, e-library section, newspaper tables and book archive section.
- The VSoA Library is updated and equipped with latest editions of Books, Reference Material, Periodicals, and Educational CDs spanning the entire spectrum of Architecture subjects. VSoA has a total collection of 3980 books along with 2394 titles, 375 Design Dissertation Report and 40 CDs of various subjects.
- Newspaper section in the library has newspapers in Marathi, Hindi and English languages. Library has a subscription of a total of 6 newspapers on a daily basis.
- The Library facilitates online public access catalog (OPAC) access to all.
- Library also possesses a digital library (e-library) with a remote access facility which includes pdf books, question papers and thesis topic list.



- The library is partially automated and operates with Integrated Library Management Software (LMS).
- Institute began the automation of library using LMS from the year 2017. LMS has various modules such as Circulation (Issue and return), Cataloguing, Patron, Advanced search, Acquisition, Reports, etc.
- Institute library has subscribed to K.hub in Architecture e-library. It has a diverse collection of 1180 e-Journal/Magazine, 2634 e-books and 433 Videos on various subjects.
- The collection of K.hub e-library is useful to enhance and promote the research culture in the institute.
- VSoA library provides remote access to subscribed e-resources to all the faculties and the students. 10 computers are available in the e-library to access the digital library for students and faculty.
- The library has subscribed hard copy of 15 Journals and magazines (07 International journals, 6 National Journals and 2 Referred) along with 06 newspapers.
- VSoA has established the NDLI (National Digital Library of India) Club to share an online repository of NDLI with faculty and students to access the various e-resources.
- Optimal use of the library for the academic year 2022-23 is 18.79 %.
- Library ensures the update process by taking feedback from the students from 2021-22.
- VSoA library informs everyone about the new arrival of books; journals etc. by mail and also put the list of books on notice board so that everyone will be aware of it.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

- All the infrastructure facilities, Faculty requirements, Lab-Workshop, Computer center which include computers, software required for architectural education and internet bandwidth are as per the duly guzzeted regulations of the Council of Architecture (Minimum Standards of Architectural Education) Regulations 2020.
- The institute has all the computers as per the norms and as per the CoA Regulations Appendix C: Infrastructure Requirements under Clause C: Computer Center.
- As per Clause C for Computer Center, various requirements and provision of IT facilities AT Institute is as under:
  1. Institute has provided 76 computers for students and additionally 19 computers for teaching and academic staff and other uses.
  2. Institute has updated software like Adobe creative cloud, Corel Draw graphics, Sketch-up studio and various educational software's like AutoCAD, Revit Architecture, and q-GIS.
  3. Institute has separate reprography center (Stationery Shop) where Printers, scanner, plotter and Xerox facilities are available for students. Printers and scanners are provided for staff in Principals Cabin, IQAC Center, and Administration office and in staff room.
  4. Institute upgrades the software time to time.
  5. All the computers which are not in good condition or slow or not work, institute dump those machines in e-waste (as per IT policies) (refer IT green waste certification in criterion 7).
  6. Institute provides desired speed of internet. Internet facility is shared with Applied Art Department which is sister institute and is in the same building
- As per CoA Regulations: Infrastructure Requirements, Space required for computer center is 60 sq. m., Institute has provided Computer lab area of 102.5 sq.mt.
- Computer lab remains open during college working hours to all students. VSoA also provides Laptops to students inside the college premises for their work.
- All faculty members, Administrative staff, Library head and Principal are provided with a desktop with internet connectivity.
- Network Security: To protect the computer from various viruses, firewall is installed in all computers.
- Power Backup: UPS (Uninterrupted Power Supply) is available in the institute which supplies power to the various computers to run the system without fail throughout the day during power cuts. Institute has a D.G. Set for power supply.
- IT services: VSoA has dedicated in-house IT staff to maintain all IT services. Staff checks from time to time the functioning of computers, Laptops and all related peripherals. Comprehensive annual maintenance of the auditorium, audio, video and lighting control system is outsourced.
- CCTV Surveillance: VSoA campus is equipped with CCTV Surveillance for security purposes. CCTV cameras are installed in various areas like Library, Computer Lab, Crit Area of all floors, corridors etc. Only IT staff has access to the CCTV camera to avoid any consequences.
- Institute maintains various IT related equipment from time to time to avoid loss of data.
- Institute is committed to responsible e-waste management. Our IT policy includes proper collection, secure storage, and transport to authorized recycling facilities. We ensure compliance with all environmental regulations, regular monitoring, and periodic evaluation to minimize our environmental footprint and promote sustainable practices (refer IT green waste certification in criterion 7).

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

**4.3.2**

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 1.89

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 76

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 7.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
07.64	03.05	02.39	04.63	16.08

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 30.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	62	71	54	35

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

*1. Soft skills*

*2. Language and communication skills*

*3. Life skills (Yoga, physical fitness, health and hygiene)*

*4. ICT/computing skills*

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

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 2.48

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

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

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

### 5.1.4

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

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

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

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 92.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	34	30	40	40

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	40	34	42	43

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

### 5.2.2

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

**Response:** 46.67

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

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

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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



**Response: 25**

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	3	2	1	3

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3.2

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

**Response: 17.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	16	10	22	11

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Alumni are an essential association to the development and growth of any institution, their thoughts and perceptions are extremely beneficial to the institution's overall development. Alumni are the students that lay the ground work and create a cultural ecosystem that is evolved and taken forward by the coming generation of students. The students present and graduated together create the historic achievements and identity for any institution. In regards of the same it is imperative for the institutional management, teaching and administrative committee to ensure the continuous and effective engagement of its alumni in various forms for academics, social-cultural activities, college development, other aspects and keep them updated on any new developments on campus.

VSoA has chosen an effective approach to engage alumni since year 2018, we organize alumni committee meets, this provides them with an opportunity to create an interactive knowledge sharing platform with current staff and students, and witness the progress made by the college firsthand. The meets also provide a way forward to alumni to offer constructive feedback and suggestions for further improvement. The college arranges such meets on an annual basis, collecting and analyzing alumni feedback. We invite the alumni to conduct the Viva-voce examinations as an external examiner, this helps in students understanding the benchmark created by their seniors and maintaining the legacy of meritorious academic output each year.

VSoA collaborates with alumni for final year design dissertation mentorship program, guest lectures and cultural events to help them stay connected. They foster the thesis students approach towards design dissertation by bringing in practical, current industrial innovations, need and demand understanding to make their projects more viable. Such initiatives also provide current students with insights into the job market, curriculum gaps, and expert advice. Guest lectures from alumni can also foster deeper connections and allow for their views on current issues to be shared, this gives the alumni a platform for inspiring talks, allows students to aspire from the achievements of their seniors.

VSoA supports alumni in return by making the campus, its facility available to them for their work and entrepreneurship, they are further guided by the fraternity at the institute for their higher education. This committee has allowed in creating an internal bank of contacts and corresponding references in the industry for job/contracting opportunities for the Alumni within their circle. This helps us bind and create a professional bank of scholars and practitioners.

NAAC training and understanding brought in the need of legal binding for an alumni association that caters to this pre-existing Alumni Committee. VSoA has a registered Alumni Association formed and registered under the Societies Registration Act 1860 in Dec. 2023 with registration no. Palghar/0000491/2023. Activities such as meetings, discussions and voting was done for electing members. The first governing body comprises of following members:

President- Mr. Chakor Ambarish Mehta

Secretary- Mr. Mitesh Rajendra Bhojani

Treasurer- Mr. Himanshu Suresh Satvi

Member – Mr. Abhishek Suresh Dukane

Member- Mr. Raj Satyawan Patil

Member – Mr. Jeff Wigbert Rodricks

Member – Mr. Bhavik Balkrishna Bhoir

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The trust's goal is to be one of best institution, offering students who want to become global professionals and create a mark in the ever expanding industry. It seeks to build a remarkable educational environment and facility, deliver professional education of the highest caliber to the doorsteps of students in the area, and serve the country by producing highly skilled and civic minded professionals. It also aims to establish a robust research institution to support India's economic development and burgeoning industry.

VIVA School of Architecture thrives to develop and nurture the generation that feels responsible for the environment and its inhabitants. It aims to give students a chance to cultivate curiosity about architecture education that is in being environment cautious and responsive. It incorporates a consistent approach towards learning of alternative technologies and concepts by visual and practical exercises in the curriculum. VSOA supports both professional well-being and the comprehensive growth and development of young minds. The strength of VSOA, which has a core of enthusiastic, young, and responsive faculty members, its robust monitoring policy and student-tutor relationship helps us stand apart from the rest. Active parent-tutor interaction is held on a regular basis through WhatsApp with the goal of fostering student's development as strong, responsible citizens with a desire to change the world. Since its inception, the school has been striving towards its mission, to take education beyond the limitations of the conventional curriculum.

The students' sincerity, punctuality, and responsibility are fostered in them through the disciplined academic approach. The fraternity is committed in educating aspiring architects by embedding best possible knowledge. Each student receives individualized attention from the mentors, who also assist them becoming young confident professionals. The young minds are encouraged to think rationally and develop an inquisitive attitude towards life and architecture as a whole. Parents/Guardians are updated and well informed about the progress and development of their child on regular basis. The entire teaching fraternity at VSoA aims at nurturing the students to become responsible citizens and strong individuals with a vision to make a difference while being sensitive towards the society. They are trained to face the realities of world with confidence and practicality.

We have also mentioned regarding the implementation of NEP and the Institutional Preparedness for the same in lieu of NEP 2020 in the Extended Profile section respectively..

College Website : <https://www.vivaarch.org/index.aspx>

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

VIVA School of Architecture is managed by the Vishnu Waman Thakur Charitable Trust. One of the objectives of the trust is to provide technical and professional education for the local population so that they do not have to travel all the way to Mumbai. The trust is one of the leading educational facilitator to provide vast educational facilities to the locals. Every educational institute under the trust is affiliated with University of Mumbai and thereafter based on their respective approving authority.

For VIVA School of Architecture, the various policies and duties and adopted implemented based on the authority such as the Trust University of Mumbai, D.T.E, CoA and other regulatory body like ARA and FRA.

The Policies can be broadly classified as:

**Academic Policies:** All the various polices listed under this head deal with all the matter related to the academic front. The policies focus on the development proposals for students. It keeps account of the academic progress of every ward and various strategies and methodologies used for smooth and effective conduct of classes. The academic committee with the attendance committee keeps regular check on the attendance record of the student to avoid any defaulters in academic sessions. If any suggestions or grievances from the student-parent fraternity are addressed and also taken into consideration.

#### Administration Policies:

Policies coming under the head of administration policies address all the matter pertaining to leaves, service rules, I.T Policies, governance policy etc.

#### Various committees Policies

All the regulatory policies for the working committees in the institution.

#### Miscellaneous Policy

All the regulatory policies in accordance with the functioning of the institute in the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

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

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

A performance evaluation is an annual evaluation of the employee's job performance in relation to the competency standards established by the institute. The organizational core skills and job-specific competencies are frequently both covered in the performance evaluation. Based on the evaluation, the employee is provided with helpful, practical criticism. The individual is then given the guidance they need to advance in their position. A performance evaluation has two purposes: it aids in the organization's assessment of the value and productivity that the employees provide, and it aids in self-development of its human resource.

## Effective Welfare System

Both teaching and non-teaching workers benefit from the college's efficient welfare programs. The welfare measures implemented for the staff members have a direct impact on the productivity and noble commitment made to the institution's day to day functioning.

Following welfare schemes are available for teaching and non-teaching staff associated with the Institute.

- The trust extended facility for safeguarding faculty at the time of crisis during the pandemic.
- The trust had conducted free immunization ride for all its staff for the benefit of the working fraternity.
- Faculty members are being encouraged to participate in and present research papers at national and international seminars and conferences, as well as the Council of Architecture - Teachers Training Program (COA-TRC) financed by management as per COA norms.
- The institution constantly aspires to the growth and development of its faculty, and in order to do this, it offers sponsorship and encouragement to faculty members to attend conferences and seminars.
- Encouraging non-teaching employees to participate in different training courses for jobs involving administration. The management also conducts various skill development workshops for its administrative staff.
- The teaching staff are given mid-term breaks as per the University of Mumbai directives and academic calendar.
- The staff is given leaves as based on the administrative and academic nature of work.
- Admin staff and the principal are extended earned leaves as per prevailing rules. On the other hand, faculties are given mid-term break. All staff members are given medical leaves.
- The female staff members are given maternity leaves as per prevailing norms.
- Annual increment is given to all staff members every year.
- Encouraged and promoted teachers to take post. Graduation by giving concessions and additional study leaves over and above other leaves.
- The management ensures the higher posts are filled as per preference of existing staff.
- The trusts also grant periodical break if required to faculty to carry out professional work to enhance their caliber and knowledge.
- The Entire Campus is on CCTV Surveillance and the Entry to campus restricted for outsiders. Wearing of ID Cards is mandatory for all Staff & Students.
- Elevator facility is available in all the blocks in the institution. Open door policy for staff to work effectively with complete satisfaction
- Safe & Purified Drinking water facilities are available on all Floors.
- Automation of attendance and leave using a biometric system.
- ICT facilities are provided as for smooth functioning of classes and lectures.

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

**6.3.2**

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

**Response:** 40.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	8	1	8	8

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

**6.3.3**

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

**Response:** 73.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	17	18	14	15



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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	4	3

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

Every Financial year the principal with consultation of the accountant, based on the audit report of the previous financial year develops the budget for the upcoming year. The budget generally comprises of all the income sources and various heads of expenditure including salaries, established expenses of various academic and co-curricular activities. The budget is duly discussed and deliberated by the managing committee of the trust at two levels, first at managing committee level and 2nd as per the provision of the Maharashtra provisions of University Act.

The infrastructure requirements regular maintenance and utilization along with the regular existing resources is considered and any required provisions needed is provided by the committee accordingly. Regular sub management committee meeting, purchase committee meeting and CDC meetings are conducted so as to provide and cater to the various requirements including purchases, general maintenance, contracts that are needed for the functioning of the institution. Resources such as purchase and development of the library is done as per the norms laid down by the Council of Architecture.

The IT resources are regularly updated and maintained such as replacement of computer as per COA norms. Internet facility is provided to entire institution including students. ICT facility as per the requirement is provided by the management for efficient and effective teaching. The institute is governed by the fee regulatory authority of Maharashtra and based on their methods of calculating the academic fees. However, at the end of the financial year the deficit is replenished by the trust which can be noticed in the audited accounts for every year. The management has ensured the availability of the required funds for the functioning of the institute.

The institution as per the statutory requirement of various bodies gets its accounts audited at both levels i.e. Internal audit to avoid any errors and ensure proper abidance of accountancy systems and finally the main auditor carries out the audit of the accounts based on provisions of accountancy and general practice.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

In order to maintain and improve the overall quality of the Institute, VSOA has an active Academic Committee from inception. Now, the IQAC Committee at VIVA School of Architecture formulated in 2023 plans and processes for all of its stakeholders, Faculty, Students, Staff, Parents, Alumni and for all academic, non-academic, and extracurricular activities.

#### **The Functions of the committee are as follows.:**

1. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the Colleges.
2. Encouraging the development of an environment that is learner-centric and supportive of high-quality education, as well as the growth of faculty members to embrace the technology and knowledge needed for participatory teaching and learning.
3. Obtaining input on institutional procedures related to quality from parents, students, and the alumni.
4. Dissemination of information on the various quality parameters of advanced learning
5. Organization of inter and intra-institutional workshops, and seminars on quality-related themes.
6. Documentation of the various programs/activities of the College, leading to quality improvement.
7. Development and maintenance of an institutional database to maintain/enhance institutional

quality.

**Initiatives taken by the committee:**

- 1.Ensure transparency in the teaching process by discussing the teaching plan, methodology, academic calendar and submission requirement at the initiation of the academic session.
- 2.Quarterly update from the faculty members regarding smooth conduct of classes and any

changes in the same.

- 1.Scrutinizing the conduct of students through regular defaulter lists in reference to their attendance and performance.
- 2.Encourage students body/council for various co-curricular activities.
- 3.Special care was put in at the time of the lockdown in terms streamlining online mode of teaching through google classrooms, online examinations.

**6.5.2**

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

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

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

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Institute has taken several measures to intensely promote **Gender Equity** in the campus. The measures include posting of security guards, security guards monitor the campus area for ensuring safety of all individuals. CCTV cameras are installed in the Institution to ensure security and surveillance. Also, to reduce the risk of infection or the severity of an injury at the workplace, first-aid boxes are kept in the administrative office to make them easily available for everyone in the Institute.

Institute ensures appropriate representation of males and females in all administrative and academic committees. Almost 65% of the Institutes employees are women, **Women Development Cell** and **Internal Complaint Committee** is established with an aim, to protect the dignity of women at workplace also to promote the well-being of female students and women staff, to create awareness about the problems of gender inequality, to maintain a safe working environment with dignity and encourage active participation of students and staff in women's development. Institute takes initiative for providing an inclusive environment to stake holders of all gender. Also, to empowering the women, Women's Development Cell is established to prevent gender harassment. To promote the well-being of female students and women staff and to maintain a safe working environment with dignity, the Institute encourages active participation of students and staff in various gender equity related activities.

In the context of creating awareness about the problems of gender inequality, Women Development Cells organize various activities. The institute has a mentoring system that ensures counselling of each student at the institute by the faculty member. This helps in providing equal opportunities for students of both the genders to excel in their academic performance and helps to resolve their personal issues. Apart from this, the Institute has appointed a female counsellor to address critical issues of the female students and provide suggestions for resolving the issues.

Institute has provided a spacious and comfortable **Girls Common Room** (GCR), to ensure privacy of female students where girls can rest in case of physical discomfort and proper lighting arrangements are provided in the campus at all classrooms, common facility rooms and at some key locations. Institute also ensures that female staff members inevitably accompany female students in the Study Tours, Case Study and Site Visits and in sports events. Separate gents and ladies' washrooms are provided on every floor of the Institute's building and its hygiene is maintained by performing sanitization and cleaning on every working day.

Institute takes initiatives to celebrate / organize national and international days to spread its significance by commemorating those days with valor. This helps in developing rich cultural beliefs among the students e.g., Women's Day, Independence Day, Maharashtra Day, Republic Day, International women's day.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

### 7.1.3

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

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

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

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

#### 7.1.4

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

#### **Response:**

In an endeavor of the Institute to nurture an inclusive environment, it is putting continuous efforts into conducting several programs to promote **tolerance and harmony towards cultural, regional, communal, socio-economic, and other diversities**.

Institute has a **SC & ST Cell**, formed as per the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989. This cell handles grievances/issues related to SC/ST students and staff members in the campus.

To promote **social obligations** as a citizen, the Institute celebrates various days like **Independence Day, Republic Day, Guru Poornima, Teachers Day, Architects Day**, etc. To promote unity in diversity, the Students Council of the Institute organizes a week-long cultural and sports event named **“Vivantrit”**, Wherein Students from various regional and cultural backgrounds participate and present their regional or cultural folk song and dance.

To cater to linguistic diversity, the Institute organizes literary competitions in various languages. We also have an institutional magazine **“Vivantrit”**, this creates a platform for the students to write and explore graphical skills with the varies lingual background. The multi-lingual publications in the magazine allow students to explore their literary skills.

The Institute conducts seminars, workshops, and outreach programs to promote **communal harmony and tolerance**. The student’s council of the Institute has organized an event like **75- Azadi Ka Jashan** to sensitize students about the freedom struggle. Council also organizes **Community service programs** such as, **Swacchhta Abhiyan, Tree Plantation Drive, Celebrating the friendships day as an event with under privileged section of the society called “Kshan”**. Wherein, teachers and students

participate. To emphasize on **sensitization of students and employees to the constitutional obligations**. Institute has provided a “**Code of Conduct**” and “**Code of Ethics**” to students, Teaching and Non-Teaching staff and are expected to abide with them. In order to comply with the same they are published on the college website.

In addition to sensitizing the students, we as a School of Architecture ensure to prepare the students for the **professional conduct and challenges** coming their way. Right from semester VII, the school has guided and taught students regarding the professional practice and its respective **conduct in the architecture fraternity**. The students undergo mandatory **Internship / Professional Training of 100** days. This training during their Semester VIII allows the learner to have **firsthand** experience of the profession.

Our students have proven to be immaculately developing their **soft, verbal and lingual skills**. Their conduct in **professional arenas** have brought accolades and **praise in the fraternity for their ethics and conduct**. VIVA School of Architecture has ensured **to build the morale and values** in all our students and treat them as a **part of this big family**. This culture is vividly **celebrated in the school** and can be **mirrored as a witness through the events** conducted **and practices** here at the campus not only with students but also the **alumni and parent’s timely association**.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice I**

##### **Development of Innovative Mind-Set**

**Aim:**

- To appreciate and support the curiosity of young minds which is the spark that leads to innovation.
- To support analytical and critical thinking let disseminate knowledge and transfer technological evolution among students.
- To make students acquainted with current trends, research areas and understand solution to the

problem for innovations.

- To collaborate and practice inclusivity as a courageous common vision as long-term commitment to innovation.
- To make students learn innovation using current tools & to develop communication, leadership, presentation skills.

### **Practices undersigned to the Aim of Innovative Mind-set:**

The students learn analytical tools that have been used for architecture and engineering projects time and again. We specially ensure the transition of knowledge from paper to digital in various platforms and arenas of practice. We teach students software (ICT tools) right from presentation tools, writing tools, sketching and drafting tools, creative boards and panel presentations to graphic matrix tools, etc. We have engineers and Architects in our team of faculties that together teach the students about different aspects and uses of technology in conceptualizing, designing and building projects. As many students of this institute are from rural background and poor at communicating in English language. It is of our utmost priority to improve the communication skills for our students and ensure them to be more employable and presentable.

The students are trained time and again academically within the curriculum aspects and also extra-curricular activities to ensure the innovation in design projects, competitions, posters and invitation designing, t-shirt designing, magazine designing, publishing books academically under various heads of different subjects.

The institute organizes lectures, seminars by professionals and industrialists initiated by the several committees that are a part of the institute. These committees are assigned responsibilities to look after administration, execution of the process for ensuring smooth conduct of various learning and celebratory events of the Institute. Every member of the committee works as per the standard guidelines of the institute. The process starts with a formal intimation to the managing committee, ensuring budget allocation for the event and its activities, establishing the responsibilities of student body and planning the whole event by minutes of its implementation, updating the event details over social media, designing posters and invitations, and the committee manages to ensure the event is conducted well while also post the event they ensure proper documentation and reports of the events.

The college encourages participation in national and international competitions by the students and this practice has witnessed huge participation by students. Our students have been rewarded not only for participation but also special mentions and winning positions (the details have been mentioned in the criterion 5 under 5.3.1.1). The students have participated in varied range of competitions from design, to graphic, to concept building, literary completion's, paper submissions, and also real time project proposals. The students have also presented papers that have been carefully checked for plagiarism and copyright parameters.

### **Best Practices II**



## **Community Based Studies, Documentation and Practices**

### **Aim:**

To study the local region and document the aspects of ethnicity, by learning the details of opportunities that lie at the region as a scope of development.

To document and analyze the region creating project opportunities for the students to research and work upon, giving them a real-time experience with the possible developments.

To study the importance of promoting social values, through welfare activities, CSR activities etc.

### **Practices undersigned to the Aim of Community Studies:**

The financial condition of many residents around the campus is weak. This situation resulted in an idea of practicing donations, stationary and school supplies distribution activity. Institute has in its ethics a social responsibility that inspires to continuously contribute to the wellbeing of the community, this objective is achieved through organizing various events in the institute every year. The institute has been constantly initiating social service events every year, and celebrating friendships day as a day of empathy with weaker sections of the society in the region.

These activities require awareness among the student community about the importance of human values & institutional ethics. The student body ensures this behavior in all students. The sharing and caring activity is instilled in the students by the Institute by creating awareness of their social responsibilities. A committee consisting of faculty in charge and student volunteers is set up for planning the whole event by minutes of its implementation, updating the event details over social media, and the committee manages to ensure the event is conducted well while also post the event they ensure proper documentation and reports of the events.

The students in various years of the course have studied and documented the region for its varied ethnicity. The region is highly ethnic and have great heritage and geographical importance. The students have documented various areas and also have made compiled publications of these studies. The students get to work on proposals that are needed for design demands of the region. The students have also documented the urban issues and proposed varied viable solutions for the challenges in the area.

In every aspect of growth, the institute tries to connect the students to the region and make them feel socially responsible. The region is a growing developing land, the changing paradigm of economics and urbanization has in pipeline the underlying opportunity that can help these students find future prospects within its territorial boundaries and prove better than their potentials. VSoA has always strived for the development and benefit of its students and pledges to continue the same in the long run with more and broader initiatives and collaborations.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

THE INSTITUTION IS UNIQUE IN ITS DEDICATION TO RESEARCH WORK.

**Prioritizing skill development and inspiring faculty and students to conduct research** has become the institute's main focus because it was founded with the **goal of providing students with a comprehensive education** through the acquisition of **knowledge and skills**. The institution's mission is to **conduct research, analyse data, propose development initiatives, and provide solutions** for the **region's growth and development**.

The institute is **dedicated to improving the educational qualities of the faculty, fostering high standards academic research** in discipline-specific and interdisciplinary fields like **allied and elective studies**, developing **effective leadership**, and **providing the best possible learning environment and support system** for the students, all in accordance with the goals of **NEP 2020**. This institute has a **collaborative and interactive work culture**.

**Learn by Practice(LAP)** is a motto that runs in **VSoA** as learning by **direct experience** where students are expected to develop not just by knowledge but also **skills/values** from that process as a **contrast to the formal studio/classroom instruction/learning from books**. The idea of model making, learning materials and **innovation** is looped in the **architectural curriculum** as its meaning and **its reflection in architectural studies** is being **practiced across the institute**.

Institute's overall effort in **engaging faculties and students with their full academic & professional skill potential, leadership skill to undertake multiple roles & sense of teamwork** has resulted in **increased productivity of research work**. Faculties have developed minor **research projects, papers and proposals that are either funded by the institute or managing committee**. During the challenging process of research studies, the institute takes **measures to maintain human values**, such as the **well-being of the physical and emotional state** of faculties and students.

Faculties of the Institute are **encouraged to acquire professionally recognized certificates** acquiring latest **professional knowledge**, faculties get motivation to **develop innovative ideas**, which they incorporate into **developing proposals** to prepare **quality contents of lectures** and practical's conducted in the institute. This initiative has resulted in **focused involvement** of the faculties and **students in**

**research activities** thereby enhancing **knowledge in the core subjects**.

The presence of the **labs and workshops** and **digital tools like computers, software, and imaging, modeling** to stretch the boundaries of **architecture** both in terms of **form and design process**. This space is our **digital design and model making lab** where the main focus is learning. In the initial years the students learn by **participating in building construction workshops** and in the senior years they participate in workshops seminars and **conferences that impart knowledge** of software and learn by making **prototypes or scaled installations** giving them a credible experience of **LAP**.

**Collaboration space** and **events** normally see interaction of students and teachers at the workshop level. We **organize and participate** in as many workshops, events as possible and **institutional spaces that act as collaborative platform**. The **institute integrates productively in workshops imparting training** and as well **invites globally recognised speakers** from abroad via **workshops and QIP'S** for upgrading **skills and acquiring contemporary skillset**.

As the renowned architect FLW said;

*"The mother art is architecture. Without an architecture of our own we have no soul of our own civilization."*

The ever **changing and growing society** is surrounded by the **built form** created by formally trained or untrained **architects**. **Formal training** to become an architect is a few centuries old, the profession was formalised **in India less than fifty years ago** when **Council of Architecture (CoA)** was **established**.

As the **institute evolved physically and in its philosophy**, it was realised that **architectural education** needs to be broadly **segregated** in verticals. Designed to interact with each other these verticals were identified as **Design & Planning, Technology and Humanities**. This supported us a step further in this journey to **evolve our ideas under different verticals**. During the course of the academic year, we allow the **faculties with specializations and professional experience** to guide us through the **path of excellence**.

As part of academic curriculum, the faculties have gone an extra mile **to curate design brief relevant to issues and requirement pertaining to the region of the Vasai-Virar region**. More than **100 thesis proposal** by the final year students during academic year 2016 to 2019 were **based on the list of design proposals as desired by the VVCMC Plan**. Architectural Design briefs, and Urban Design and Planning studios are **focused on documenting and providing solution for issues in the local area**.

Students have compiled their academic work of solutions and proposal as **Compendium**. This compendium is a compilation of **student proposals supporting. In achieving a comprehensive strategy to deliver in accordance with local needs**. Students have been encouraged **to participate at national/international competitions** with guidance from faculties through their sheer they have **secured outstanding positions/accolades**. The **Design Dissertation proposals** by students have secured **recognition and praises by national bodies** such as **IIA/CoA**.

*The knowledgeable person is aware of the environment's role and maintains an attitude of gratitude for being a guardian of the environment since it gives life its happiness and sustainability.*

· **Consciousness of the mind and soul as a root towards environment perception**

The **institute practices mindfulness** as an important trait that brings focus to mind, body and soul. We maintain this ritual as an institutional **positivity character**, the students are **at ease** even with the load of **submissions** and are **never burdened** with **multiple assignments**. Their **convenience** is always of **prime importance**. The **academic planning** and venues offered to clear **academic setbacks** in the term helps the students **work hard and positively** towards a **successful aim**.

· **Engagement with society:**

The institute always **promotes participation** of the **learner**, in a study based approach to **address** the **needs of the society at large** by interacting with various **groups of stakeholders**, **understanding** their **requirements, expectations, limitations** and **identifying** the **challenges** if any. The Institute has been **actively** involved in the activities of **street connect, social drives**, and the **design approach** continues to **support** the idea of **inclusivity** to **special needs of people, gender independence and varied age group requirements**.

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## 5. CONCLUSION

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### Additional Information :

The program of Architecture is a multidisciplinary program that involves inputs from the field of Design and Technology. As described in the Syllabus of UoM, it has been identified as a 'second order discipline or meta-discipline, as a critical attitude, not merely an empirical discipline like engineering or technical education that seeks with data and textual prerogative.

The format of Architectural Education is very distinctive, with five-year degree course bifurcated in 10 semesters. Each year consisting of two semesters and respective examinations, with semester VIII at 4th year being a distinctive term dedicated for internship of 90 days which is also examined. The examination pattern is diacritic and uniquely designed. The examination scheme is divided in internal (sessional), external (Theory/viva-voce) pattern specific to each subject.

The syllabus is divided in four departments: Design, Technology, History and Environment, and Professional Practice. Every term a student is marked over 36 credits ranging over 7-8 subjects respectively, marked out of 1000–1100 total. Around 60–80% marks are being awarded to the students under the category of sessional marks during the term. The balance percentage is marked over theoretical written exam/Viva-voce conducted by externally appointed examiners by the UoM. The students have an opportunity to secure/score marks throughout the term by regular attendance and timely submissions. 10% additional marks are allotted in each subject for their attendance. Due to this uniqueness of the field of architecture examination, teaching methodologies, assignment formats are peculiar.

The curriculum is inclusive of field visits, study tours across cities of historic/urbanized importance, collaborations with industries/professionals from the industry providing additional support to the curriculum in technical and specialized subjects. Skill development subjects under electives and college project provide flexibility to design their curriculum. PO/CO's are designed effectively to reflect the optimum benefit of the curriculum to the students' performance. It advances the course to motivate the students to attend conferences, present and publish their work on global platforms. The students are encouraged to participate in design based competitions up to international scale so as to provide them an exposure towards the new trends and innovations from the industry.

### Concluding Remarks :

1. VIVA School of Architecture (VSoA) is having largest infrastructure amongst the schools in Palghar and Mumbai region, providing quality education to its students. It has a team of motivated staff members for providing guidance to students.
2. VSoA has annual inspections by the statutory body, Council of Architecture (CoA) monitoring the quality of education, timely quality assurance, academic audits, financial audits etc. This has maintained

the averred zeal to evolve and cater to the growing needs of the rural region.

3. Academic Audit Committee significantly contributes to maintaining and improving quality on all fronts. The efforts taken by teaching staff in academic planning, execution and monitoring are reflected through passing percentage of students.
4. The Institute has several outreach programs and the student participates by updating the knowledge

through same. The faculties motivate the students to choose from a wide range of training and development programs or certification course to upskill themselves meeting the current technological trends via NPTEL, SWAYAM, etc. curated by Council of Architecture, New Delhi.

1. Faculties and students are encouraged on research parameters and supported with financial aids by the trust for publications in reputed journals, promoting faculty involvement in conferences, workshops etc.
2. The institute is aspiring to cater the challenges in the areas of skill development and improving employability for the students in the field post-graduation.
3. The institute is looking forward to developing its independent incubation cell that caters to the budding entrepreneurs graduating from the institute.
4. We are able to achieve above 90 % successful result analysis and negligible dropout rate since inception.

The preparation of the Self Study Report (SSR) has been the guiding force in the alignment of our Audit Committee and preparation of the achievable goals for enhancing further growth of the institute.

The process of NAAC Documentation has helped shape us the broad road map towards our 'Quest for Excellence.