



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**MAHATMA EDUCATION SOCIETY'S PILLAI HOC
COLLEGE OF ARCHITECTURE, RASAYANI**

**PILLAI HOCL EDUCATIONAL CAMPUS, HOC COLONY, RASAYANI, VIA
PANVEL**

410207

www.phcoa.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Pillai HOC College of Architecture was founded in 2010 by Dr. K. M. Vasudevan Pillai (CEO) under the auspices of the Mahatma Education Society (MES). On a 14- acre lush green campus in Navi Mumbai, the school offers quality architectural education with state-of-the-art infrastructure; well-qualified, dedicated and committed teachers; and cutting-edge teaching methodology.

The B. Arch. course at PHCOA is among the first of its kind in this region, designed to meet the critical need for shaping the built environment of a rapidly developing area with consideration of the diverse and threatening challenges of the future.

Since its inception, PHCOA has been striving to provide the best in architectural education, continuously expanding its scope in order to expose students and faculty to the most innovative thinking in the field, offering value-added courses, student and faculty development programs, and hands-on experiences that build confidence and spark creativity. The College of Architecture is run in a completely inclusive manner, with a fully decentralized and documented decision-making process, and full participation of all stakeholders.

Mahatma Education Society, established in 1970 to provide a global standard of education for all, has grown to be a pioneering multi-institution trust. MES now runs 48 educational institutions in Mumbai, Navi Mumbai and Rasayani. The Pillai HOC College of Architecture is associated with sister Colleges of Arts, Science, Commerce, Management, Polytechnic, Engineering, Education and Research. With the motto “Education to all,” these schools were established to spearhead the empowerment of a nation through high-quality education.

Vision

To offer dynamic and pioneering architectural education through constantly-evolving creative teaching methods; to develop, implement and foster a sustainable built environment through our graduates' professional careers.

Mission

To help our students blossom as knowledgeable, skilled and empowered professionals, who will apply their expertise, creativity, energy and skills to the complex and ever-changing challenges of the built environment; to build a strong foundation of outstanding teaching and a deeply rooted creative culture; to help shape the world of tomorrow through the intelligence, growth and effort of our students; to create a mechanism through which the work of our graduates will yield a more sustainable, more environmentally respectful, more equitable environment where all may live, work, play, and thrive.

Our Objectives

- To impart appropriate professional skills, values and knowledge.

- To enhance professionalism and civic awareness among students.
- To contribute to a sustainable built environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Self-assessment and introspection is one of the fundamental practices of our Institute. To this end, the IQAC cell of the PHCOA holds regular meetings with all the stakeholders of our institute to impartially assess our strengths and weaknesses.

Our engagement and meetings with our stakeholders at the end of the academic year 2022-2023 has resulted in the following SWOC analysis:

Strengths

- Experienced and motivated faculty members, from diverse age groups and professional backgrounds.
- Lush green campus, set in nature with modern infrastructure like computer centres and 3D printers. .
- Ample space for expansion.
- Freedom for Faculties to shape their own teaching styles and content.
- Education that deals with real time problems and solutions.
- Supportive management with fast decisions without bureaucratic hurdles.
- Sports and other facilities.
- Incubation and innovation cell.
- Active industry connections and collaborations.
- Low cost of living for outstation students.
- Pioneering Institute in the area.

Institutional Weakness

- Location and connectivity result in long travel times for students and staff.
- Mobile/ Internet connectivity issues.

- Students have little or no prior exposure to the architecture program, or to architecture as a career.
- Relatively fewer number of long serving faculties.

Institutional Opportunity

- No competition in the nearby area. Can expand further.
- Inclusion of Mohopada in the MMR, with better connectivity via Panvel / Karjat line.
- Opportunity to make a bigger impact in society, by introducing quality education in an area where it was not earlier available.
- Chance to partner and support sustainable development.
- Scope for a variety of courses to suit a range of socio-economic backgrounds.
- Possibility of collaboration and inter disciplinary teaching since we have a Civil Engineering Department and other departments in the same campus.

Institutional Challenge

- Newer colleges, closer to the city, can impact admissions.
- Yearly variables in demand for architecture as a career.
- Lack of awareness about architecture as a career option amongst the local population.
- Students with little or no background or prior exposure to architecture.
- Employment and career opportunities in the region.
- Hiring and retaining qualified staff because of location and transport challenges.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Pillai HOC College of Architecture is affiliated with the University of Mumbai and is registered with the Council of Architecture (year of registration) its syllabus conforms with the norms required by both governing bodies. Our Bachelor of Architecture is a ten-semester full-time credit-based program. The college has signed Memoranda of Understanding with ASADI College of Architecture, Kochi, and the MEP College of

Architecture, Nasik, to broaden student opportunities. We have also collaborated with ACEDGE for broadening student exposure.

Pillai takes full advantage of the autonomy that these governing bodies grant. Our programs nurture and encourage ethical and professional values clarification, gender sensitivity, environmental consciousness, and social responsibility. This aspect of the curriculum is ever-evolving with ideas from faculty and practicing architects, under the stewardship of an Internal Quality Assurance Cell.

- An academic calendar is prepared well in advance, listing all College activities.
- Program outcome aligned with the vision and mission of the institute.
- Lesson Plans are oriented toward course and program outcomes.
- The Syllabus and weightage to various subjects is in confirmation with the minimum standards of the Council of Architecture requirements.
- A semester calendar schedules theory and studio classes and assignments, plus electives, projects, and student development programs.
- The faculty employs traditional and digital (ICT) modes of teaching plus study tours, field trips and other hands-on experiences, and arranges regular seminars from professionals and assorted experts.
- Students are encouraged to take part in competitions and events, for exposure and to build confidence.
- Regular feedback is recorded on all aspects of college work, including the teaching and learning process. All activities are posted on line and on campus for access by students, parents, and other stakeholders.

Teaching-learning and Evaluation

To help students to blossom as knowledgeable, skilled and empowered professionals, Pillai puts great emphasis on teaching and learning methods, and on their continuous monitoring, evaluation and improvement. The success of our students in the professional sphere is a testament to these efforts.

Some measures successfully implemented to date:

- Clearly-articulated Program Outcomes and Course Outcomes, with attainment calculated using direct and indirect methods, leaving no doubt as to expectations.
- Attainment of Program and Course Outcomes is meticulously mapped.
- Regular progress reports are shared with students and parents.
- Mentoring, bridge courses, intensive remediation, and orientation programs accommodating diverse learning styles.

- Digital tools, Google classrooms, a lightboard studio, audio-visual classrooms, conclave facilities, and Virtual Labs, fostering participation and an experiential, student-centered learning process.
- A proactive Student Counselor promotes the emotional and psychological wellbeing of the student body.
- Grievances related to evaluations are promptly addressed by a committee appointed by the Examination Cell.
- Recruitment of competent, enthusiastic faculty members contributes to excellence in teaching and learning.
- To familiarize faculty with outcome-based education methods, PHCOA conducts workshops, webinars, subject refresher courses, orientation program, and hands-on skill-building sessions.
- Student feedback on teaching/learning is required, then analyzed, to identify areas needing improvement. The Head of the College implements changes accordingly.

Research, Innovations and Extension

As Mahatma Education Society is committed to nurturing professionals who can make valuable contributions to their society, as well as to the profession of architecture, it conducts and promotes a variety of research, innovation and extension activities. It gives special importance to evidence-based research and innovation—critical to a successful professional career.

Activities include: .

- Organizing workshops and seminars on topics including Research Methodology and Intellectual Property Rights.
- Thorough and meticulous research that has generated publications in the form of papers in reputable journals and conferences.
- Receiving a grant of Rs 45,000 from the University of Mumbai earmarked for research.
- We also have seven research grants for patents filed by our faculties.
- Thanks to our active Innovation Ecosystem, several faculties and students have filed for patents. Faculty and students addressing design problems creatively have applied for 13 patents.
- Student designs have been selected and are under review at the Yukti Innovation Challenge 2023.
- A Makers Lab was conducted for students to express and encourage their startup ideas.
- “Team Parivartan (Transformation),” a student-led initiative, has done valuable work with underprivileged neighbors.

- Pillai provided much-appreciated design and planning expertise to the Mohopada Grampanchayat.
- By taking advantage of our formal relationships with Colleges of Architecture in Kerala and Nasik, our students benefit from greater exposure and knowledge-sharing.
- Students and faculty often take part in community events such as walkathon, wall painting and urban/rural beautification

Infrastructure and Learning Resources

Our large green campus hosts a wide variety of academic and related activities. To keep up with ever-changing requirements, original facilities have been upgraded and new facilities are continuously added.

The campus has a full range of barrier-free design features such as ramps, elevators, and accessible toilets. High capacity diesel generators ensure uninterrupted power.

Infrastructure and learning resources include:

- Spacious and well-ventilated studios and classrooms, fully equipped with ICT technology.
- Fully equipped computer center with 40 computers, and state-of-the art licensed professional software including AutoCAD and SketchUp.
- Well-stocked library and comfortable reading room, equipped with Open Library Catalog (OPAC) for fast searches and browsing.
- Institutional access to Bloomsbury Online Library Database for all students and staff.
- Internet via Wifi and LAN.
- Climate and Environment Lab.
- Plumbing and Sanitation Lab and Materials Museum.
- Electrical Lab and Materials Museum.
- Construction Materials Museum.
- Auditorium and two Conclaves with well-equipped ICT and smartboards.
- 3D printing labs.

Additional facilities:

- Fully equipped gymnasium.

- Shooting range.
- Sports fields and arenas.

Student Support and Progression

Student welfare is central to the College. To ensure that students thrive in a supportive atmosphere, and are able to progress to their fullest potential, all staff members are attentive to their well-being. Some measures taken to this end include:

- Government and institutional scholarships for students from SC/ST/OBC categories, and from economically weaker backgrounds.
- Mentoring is given to advanced learners to facilitate their pursuit of excellence.
- Students facing competitive examinations enjoy guidance, counselling, and thoughtful support from the faculty.
- A career counseling cell guides students for professional development and career advancement.
- Skill development is a high priority. Beyond the architectural realm, skills nurtured by the school include a full range of computing skills, and soft skills like effective communication:
- All students are encouraged to participate in co-curricular, extracurricular, cultural and sports activities.
- Students participate in design competitions, competitive exams at national and international levels under faculty guidance.
- Most of the students have either cleared national-level competitive examinations or progressed to higher levels of learning, providing a basis for further targeted development efforts.

Students bring the institution accolades by excelling in sports and cultural events.

Our Alumni Association plays an active role:

- Alumni support students and graduates with career guidance and professional placements.
- Alumni take part in cultural events and academic programmes, to serve as mentors and role models, and play a crucial role in the growth and welfare of the College.

Governance, Leadership and Management

The Pillai HOC College of Architecture upholds the highest professional standards. All governance and

leadership policies and practices of the College are directed towards achieving its Vision, Mission and Objectives through meticulous planning, rigorous implementation, a decentralized and well-documented decision-making process, and continuous monitoring and feedback systems. The College has a defined process for putting plans and policies into effect. Appropriate committees take responsibility under the stewardship of the Internal Quality Assurance Cell. The IQAC is critical to quality management and the ethos of continuous improvement, and focuses largely on curricular and co-curricular issues.

Meticulous long-term resource and financial planning is part of our culture. By strategizing our activities, we make the best use of our resources. Pillai has a financial management committee that prepares budgets and makes appropriate provision for all activities. External and internal auditors monitor finances and ensure that all statutory demands are met.

A readily accessible Policy Handbook states all rules, regulations, policies and schemes, comprehensively and unambiguously describing acceptable conduct of all members of the community. Entering students sign a contract affirming ethical behavior.

As institutional aims can only be achieved through a motivating and nurturing atmosphere, the College is fully committed to the long-term and immediate wellbeing of its staff, teaching as well as non-teaching. Pillai conducts regular faculty development programs and encourages staff to participate in national and international conferences and workshops, offering financial assistance. Performance appraisal of faculty is carried out annually.

Institutional Values and Best Practices

The Pillai HOC College of Architecture places great value on the holistic development of our students. While generating intellectual curiosity and enthusiasm for learning are priorities, the aim is to create top professionals: respectful to society, humble, actively engaged with social and environmental concerns. Thus, the Pillai community participates wholeheartedly in initiatives and activities aimed at developing inclusion, tolerance, and harmony, plus responsible citizenship.

Some ways in which we live our values are:

- Strict gender equality is maintained at all times; gender sensitization programs are conducted for all. Special measures are taken to ensure the campus is a safe and respectful environment for all genders.
- Our “universal access” campus sports a full range of features to welcome differently-abled students and staff.
- All national and international holidays such as "World Environment Day" are observed, with the aim of sensitizing community members to current issues.
- An active Mentor–Mentee System is in place for all students and faculty, strengthening both pedagogy and community bonds while offering critical insight into the mental health of the student body.
- We are actively involved in planning and conducting programs to uplift the underprivileged.
- On our lush green campus, we research and implement solutions to critical environmental problems:

- Using alternate sources of energy such as solar power; energy conservation through efficient fittings and appliances and through heightened awareness.
- Efficient waste management practices, water conservation, and recycling.
- Plenty of local flora— landscaping that encourages biodiversity.
- Regular Environmental and Energy Audits.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA EDUCATION SOCIETY'S PILLAI HOC COLLEGE OF ARCHITECTURE, RASAYANI
Address	Pillai HOCL Educational Campus, HOC Colony, Rasayani, Via Panvel
City	Rasayani Panvel
State	Maharashtra
Pin	410207
Website	www.phcoa.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Suchita M. Sayaji	02192-669002	9987536670	-	ssayaji@mes.ac.in
Associate Professor	Sandhya Hemant Patil	-	8788268651	-	sandhya@mes.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Annexure 2 minority certificate .pdf
If Yes, Specify minority status	
Religious	
Linguistic	Linguistic Minority Educational Institution Malayalam
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	13-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Pillai HOCL Educational Campus, HOC Colony, Rasayani, Via Panvel	Semi-urban	14.23	9861.25

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch, Architecture	60	Std XII or equivalent physics and maths compulsory three year govt. diploma with maths compulsory	English	40	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				5				16			
Recruited	0	0	0	0	0	1	0	1	2	7	0	9
Yet to Recruit	1				4				7			
Sanctioned by the Management/Society or Other Authorized Bodies	3				9				10			
Recruited	2	1	0	3	5	4	0	9	2	8	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						8
Recruited	4		4		0	8
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	5	5	0	1	8	0	20
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		0	2	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	72	3	0	0	75
	Female	84	4	0	0	88
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	3	0	2	0	
	Female	1	0	5	0	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	9	4	18	8	
	Female	8	4	20	5	
	Others	0	0	0	0	
General	Male	10	5	21	6	
	Female	12	3	24	12	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	2	0	1	0	
	Others	0	0	0	0	
Total		45	16	91	31	

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The vision and mission of The Pillai HOC College of Architecture are completely in alignment with the National Educational Policy, which is to provide holistic multidisciplinary education. Our college aims to create knowledgeable, skilled and empowered professionals, who will apply their expertise, creativity, energy and skills to the complex and ever-changing challenges of the built environment, and there is no way to accomplish this without a multidisciplinary approach. Our curriculum conforms to the requirements of the University of Mumbai, as well as the Council of Architecture. This is a 10-semester credit-based course, affiliated with the University of Mumbai. We take full advantage of the freedom offered to us by both these bodies to make our syllabus dynamic and multidisciplinary. We conduct various elective programs for the students and faculty, to allow them to explore other disciplines and pursue varied interests. Students also work on college projects. We believe this is important in encouraging innovation, critical thinking and creativity. This is directly in accordance with the NEP 2020. We also conduct regular curricular and co-curricular programs, like Vimanthan, Euphoria, and other Student Development Programs.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As The Pillai HOC College of Architecture is recognized by the University Grants Commission, we participate in the ABC program from academic year 2022-2023. This enables students to earn credits and complete our programme with the additional advantage of flexibility. The Pillai HOC College of Architecture follows a choice-based credit system for the Bachelor of Architecture undergraduate program as per the directive of University of Mumbai for its affiliated colleges, allowing students to accumulate credits from assorted learning experiences over time, the Academic Bank of Credits facilitates students who require multiple entries and exit points in their academic careers. This is an innovative idea to earn and deposit credit through national schemes like SWAYAM, NPTEL, and V-Lab.</p>
<p>3. Skill development:</p>	<p>Creating employable and market-ready professionals is one of the top priorities of the College. To achieve this, we put great effort into conducting Skill Development programs. Our curriculum is fashioned around imparting the most vital set of skills. We</p>

believe that the skills most critical to success in the field of architecture are: Grasp of numerical principles Ability to be creative. Understanding of design processes Familiarity with building codes, regulations, and other constraints Effective communication skills Capacity for collaboration and teamwork Understanding of the industry and its stakeholders (“commercial awareness”) Understanding of basic physics and engineering principles Artistic skills, both manual drafting and Computer Aided Design applications Ability to problem-solve and conflict resolution facility. Visualizing and envisioning what a project will look like Team leadership and project management skills Attention to detail and avoidance of corner cutting. Computer literacy, including Building Information Modelling Mastery of building and construction knowledge including materials, methods, and tools We are well connected with many professionals in the field, so that the skills we impart to our students are in tune with current trends and requirements. We have an active Placement Cell, which monitors feedback continuously from students and their employers to evolve, update, and improve internship programs. Our students do hands-on training in various building trades, like masonry and carpentry. We also conduct in-house Certificate Courses for our students, in addition to regular electives. Mou's are in place with two other architecture colleges, The ASADI College Kochi and the MEP College Nasik, further increasing student opportunities for skill development.

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

The College makes every effort to expose our students to Indian knowledge systems with their associated values and ethics. The national language Hindi and a regional language of Maharashtra, Marathi, are used during curricular and co-curricular activities, as needed to help each student learn at his or her best pace. Students understand that if they wish for their careers to advance outside the confines of the subcontinent, or to take advantage of the majority of online offerings in their field, developing fluency in English speaking, reading, and writing will be critical to their success. The institution understands the relevance of celebrating or observing days of national cultural importance and organizes various activities around these to foster a sense of

belonging and unity. Focusing on architecture, we sensitize our students to the Indian system of planning and designing human habitats by conducting seminars on Vastu Shastra (for which the literal translation is “Science of Architecture”). We convey to our students the vast difference between the pseudoscience and superstition (promoted by quacks, priests and astrologers fueled by greed) that are often promoted as Vastu Shastra, and the wisdom actually described in the ancient texts. These original sources emphasized how efficient villages, towns and kingdoms integrated temples, water bodies and gardens within them to achieve harmony with nature. This enduring principle aligns well with modern-day India’s cutting-edge architectural thinking. We have also conducted seminars on Indian Ethos, Ethical Practices, Cultural and Linguistic Plurality and Indian Polity for students and faculty members. The institution preserves cultural heterogeneity and upholds institutional distinctiveness through the initiatives and activities of various clubs. The Institute also encourages the judicious use of online options whenever appropriate for the subject matter, the student, and the educational objectives. Furthermore, students and faculty take advantage of online access to the resources of outside institutions, including conferences, classes, lectures, and video explorations of novel practices and concepts. Students also are able to benefit from courses that are conducted in regional languages, and on traditional knowledge systems that are currently not available in the English language.

5. Focus on Outcome based education (OBE):

All programs offered by the college focus on Outcomes-Based Education (OBE), keeping in mind regional and global requirements. We have implemented outcome-based education with clearly stated Program Outcomes and Course Outcomes for all subjects. Apart from domain-specific skills, learning outcomes at all levels ensure social responsiveness and proper ethics as well, so that students can contribute proactively to the economic, environmental and social well-being of the nation. The Course Objectives are also in line with the respective Program Outcomes, and attainment for the same is calculated so as to align with NEP guidelines.

6. Distance education/online education:

The Covid -19 pandemic taught educational institutions to use digital platforms for engaging

students in classwork, and for conducting conferences and meetings. This has paved the way for a hybrid or blended mode for the teaching-learning process. Due to the experience gained during the closure periods of the Covid-19 Pandemic, access to online resources by educators and students is no longer constrained as it once was. Faculty members are encouraged to participate in online refresher courses, orientation programs, short-term courses, workshops and other professional development programs which promote exposure and expertise in the new and advanced age of teaching and learning.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Our institute recognizes the importance of electoral literacy amongst young and future voters, and has been taking efforts across various platforms to sensitize students to their electoral rights and to familiarize themselves with the process of registration and voting. We are now in the process of setting up an Electoral Literacy Club (ELC), with a suitably diverse and representative selection of office bearers. The ELC, once fully functional, will lead our efforts through various platforms in spreading electoral literacy.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The institute to bring about electoral literacy has conducted various programs. However, we have been carrying out these programs without the formation of an Electoral Literacy Club (ELC). We are now in the process of setting up an Electoral Literacy Club (ELC), with a suitably diverse and representative selection of office bearers. The ELC, once fully functional, will lead our efforts through various platforms in spreading electoral literacy.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,</p>	<p>Our students have undertaken several projects that engage with the underprivileged sections of society. The institute encourages students to undertake these projects. This gives them an opportunity to enlighten underprivileged people of their rights and privileges, with special emphasis on their electoral privileges as citizens. Our students have also been involved in engaging with the social aspects of our society. Their final thesis projects directly dealing with issues</p>

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>related to LGBTQ and commercial sex workers are a result of this engagement.</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>Our faculty conducted a research project on the vernacular architecture of the tribal settlements of our region. This has helped in bringing the remote communities, their inherited wisdom and their close association with nature closer to the mainstream. These efforts by our institute foster contact with the marginalized communities, and help bring them closer to the electoral process.</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>College has floated Google forms to identify the number of students who are registered voters, and also those who are eligible but not yet registered. The ELC, when fully functional, will, as part of its mandate, try to get as many of the unregistered voters as possible to register.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
267	312	368	340	400

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

2 Teachers

2.1

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

Response: 55

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	35	37	36	36

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
99.63	149.74	165.21	111.12	78.33

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Pillai HOC College of Architecture (PHCOA) is affiliated with the University of Mumbai and has been registered with the Council of Architecture since 2010; its syllabus conforms to the norms required by both the governing bodies. Our Bachelor of Architecture is a ten-semester full-time credit-based program. The college has also signed Memoranda of Understanding with ASADI College of Architecture, Kochi, and the MVP College of Architecture Nashik, to broaden student opportunities. We have also collaborated with ACEDGE to broaden our student's exposure.

The University of Mumbai, allows us to shape up to 25 percent of our syllabus through College Projects and Elective subjects. The college takes full advantage of this provision to customize our curriculum and stay abreast of market needs.

Our programs nurture and encourage ethical and professional values, gender sensitivity, environmental consciousness, and social responsibility. This aspect of the curriculum is ever evolving with ideas from faculty and practicing architects, under the stewardship of the College Development Committee (CDC).

- The Academic Calendar is prepared well in advance, listing all College activities.
- Lesson Plans are oriented toward course and program outcomes.
- The Syllabus and weightage to various subjects is in confirmation with the minimum standards of the Council of Architecture requirements.
- Each Semester Calendar schedules theory and studio classes and assignments, plus electives, projects, and student development programs.
- The faculty employs traditional and digital Information and Communication (ICT) modes of teaching, plus study tours, field trips, and other hands-on experiences, and arranges regular seminars with professionals and experts from various fields.
- Students are encouraged to take part in conferences, competitions and events, for exposure and to build self-confidence. This also helps to broaden their knowledge.
- Regular feedback is recorded on all aspects of college work, including the teaching and learning process. All activities are posted online and on campus for ready access by students, parents, and other stakeholders.

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

1.2 Academic Flexibility

1.2.1	
Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)	
Response: 23	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files	
1	View Document

1.2.2
<i>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</i>
Response: 58.68
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
155	135	263	121	316

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Pillai HOC College of Architecture (PHCOA) is affiliated with the University of Mumbai and is registered with the Council of Architecture since 2010; its syllabus conforms to the norms required by both the governing bodies. Our Bachelor of Architecture is a ten-semester full-time credit-based program.

Our programs nurture and encourage ethical and professional values, gender sensitivity, environmental consciousness, and social responsibility. This aspect of the curriculum is ever evolving with ideas from faculty and practicing architects, under the stewardship of the College Development Committee (CDC).

The University of Mumbai, as well as the Council of Architecture allows us to shape up to 25 percent of our syllabus through College Projects and Elective subjects. The college takes full advantage of this provision to customize our curriculum and stay abreast of current discussions on ethics, gender, human values and sustainability.

Professional Ethics

Under the Indian Constitution, the work of architects falls under the Professional Code of Conduct 1989.

Our students are made aware of their responsibilities and the responsible ethical choices that they must make through a rigorous three semester long course of Professional Practice. This course extends over the seventh, ninth and tenth semester, and is strategically scheduled within the curriculum (as per the University of Mumbai) so that the students have an introduction to the course before they leave for their internships in their eighth semester.

Environment and Sustainability.

The syllabus for every course at PHCOA addresses the changing climate, the state of the environment,

and issues of sustainability.

The concern for environment and sustainability is directly addressed in the EvS course. This course is taught over 4 semesters. We introduce students early to the ideas of sustainability, so the subject is taught in the first, second and third semesters, and also in a more mature stage of their education, in the ninth semester.

Student designs are encouraged to incorporate environmental protection and improvement, energy conservation, green building norms, and principles of sustainability. Workshops, seminars, and hands-on practical sessions build on content discussed in the classroom.

Gender:

PHCOA instills in students the benefits of designing without bias. Gender related issues are addressed over the course of all their design assignments, as they are in various electives and college projects.

This is reflected in the fact that our students have taken up gender related design and research topics in their final year thesis projects.

Human Values:

Architecture is inextricably linked to the core human values and the evolution of human settlements has been shaped by human values.

Our students are sensitized to the role of human values in shaping our habitat through the “Humanities”, taught over the first 6 semesters.

The subject addresses the history and evolution of human settlement. Student assignments are in the form of various research projects and studies, usually submitted for assessment in the form of an illustrated report.

Furthermore, students are expected to develop a keen awareness of the countless global influences on architecture.

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

1.3.2

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

Response: 97.75

1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 261	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

<p>1.4.1</p> <p><i>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</i></p> <p>Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 54.23

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
45	16	91	31	99

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	120	120	120

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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
21	8	45	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
21	8	45	10	17

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 10.27

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:

Apart from conventional chalkboard lectures, architectural training requires students to undergo practical hand-on learning as well. The faculty routinely engages with students outside the classroom to nurture critical thinking, develop creative ability, and gain experiential learning that they will need to face real-world challenges.

Study Tours:

In each academic year students from each batch are taken for a study tour to places of architectural importance to help them gain personal experience of the place with regards to its architecture, history, culture, etc. On-site documentation is done, collaborative participation is encouraged, and narrative exercises are conducted to integrate with one or more subjects which will be addressed during the academic semester. These tours offer students opportunities to meet and interact with eminent persons in the field to enrich their ideas and concepts.

Field Visits and Industrial Visits:

The institute encourages all students to engage in site-based activities for design, technical, and allied subjects so they gain expertise in the practical aspects of the profession, and become confident in resolving issues arising in the design and execution of a project. Through established relationships with industries engaged in activities allied to academic subjects, students are exposed to concepts and technology in a real-world setting. Visits ensure that the subject matter in every field of study is the latest and relevant, and students become familiar with future clients and markets.

Workshops and seminars:

Subject-based workshops and seminars are conducted frequently to develop practical skills and knowledge. Topics are chosen to keep abreast with the most recent trends in architectural practice. These are designed to enhance expert-student interaction, and to encourage student-student idea exchange and collaboration.

Teaching-Learning enhancements:

Faculties are required to routinely improve their pedagogy by employing the latest, most effective methods of teaching. The architecture curriculum is structured into studios and lectures, in which lectures present the information to be mastered, and studios encourage group discussions and develop practical skills of students.

Students are routinely encouraged to participate in national and international conferences, competitions, workshops, and collaborative studios, in which they get extensive exposure to the profession and acquire new skills.

The institute conducts a series of seminars, wherein eminent architects who have done exemplary work in the field of architecture are invited to present their work, interact with students and inspire them. Students and faculties conduct a participatory session titled 3PM Studio, where they present work done by them.

Participation in online courses and training programs helps both students and faculties to upgrade their skills and knowledge. During the covid pandemic the institute introduced fully funded courses conducted by international universities such as Coursera and edX, and these have helped both teachers and students. Through such exposure, students are in a better position to identify a specialized field of study for their future prospects. Coping with pandemic restrictions also led to greater use of Information and Communication Technology tools and increased the online availability of lectures and e-books for the students and faculties.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99.42

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
27	35	37	36	36

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

2.4.2

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

Response: 2.94

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
1	1	1	1	1

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The assessment mechanism consists of either only internal or both internal and external evaluation for the subjects taught in a particular semester. In each semester, there are theory subjects which require only lectures and studio subjects which require few lectures and substantial studio hours for working on design and technical drawings.

For internal assessment of both theory and studio subjects, the curriculum is divided into stages to provide streamlined and transparent mechanisms for continuous monitoring, evaluation, and internal assessment. Once the faculty formulates the lesson plan, students are given an opportunity to provide feedback on its pacing and requirements: attendance, assignments, marking, etc. Students are assessed for the work done in the studio as per the pre-decided marking schedule in the teaching plan.

A cumulative monthly progress report consisting of internal marks and attendance is circulated to parents to keep them informed of their ward's performance. A Parent-Teacher Meeting (PTM) is held twice per semester after parents have had a chance to review the monthly progress report. The PTM serves as a platform for parents, students and teachers to assess progress and redress any grievances. The report and the meetings help faculty identify slow, intermediate and advanced learners; understand and address reasons for poor performance; and evaluate their own work.

For external assessment, theory and viva voce examinations are conducted by the College on behalf of the University of Mumbai except in Semesters VI and X, in which examinations are conducted by the University of Mumbai.

For viva voce exams, external subject experts like both practicing architects and academicians are invited as external examiners. In Architecture Design viva exams two external examiners pair up whereas in technical subjects such as working drawings, an individual external examiner assesses each student. For conducting the viva, one of the external examiners is appointed as Chairperson. At the end of the viva voce exam, the portfolio of the students failing to achieve the passing marks and students scoring more than 75% marks are reviewed by all the external examiners and the final decision regarding the marks is taken by the Chairperson in consultation with all other external examiners. The decision of the external examiners is considered final. However, if a student is not satisfied with the external examiner's inputs, he/she can apply for a re-viva by writing to the Principal or the Chairperson. Such students are assigned a different pair of external examiners to assess their work.

The time table for external theory and viva voce exams are announced 15 days prior to the start date of exams. Post completion of all exams, the results are declared within 45 days from the last exam date. For students who wish to get their answer sheets photo-copied or re-evaluated, a notice for the same is put up on college notice board and students can apply for photo-copy or revaluation within 7 working days from the date of declaration of result. The revaluation results are declared within 45 days after the last date of application for revaluation.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution provides a course outcome-based education.

The institute in coordination with the Academic Review Committee under the College Development Committee has defined the twelve attributes for PO considering skill, knowledge and value to be imparted and has been uploaded on the website providing clarity as to what the institute has to offer to students over the period of five years.

Course Outcomes are subject-matter dependent, and are defined and articulated for every course, formulated by the subject faculty in consultation with the subject in-charge. Each Course Outcome is

related to the Programme Outcomes.

Depending on whether a particular course has only theory, only studio or a mix of both, there will be four to six outcomes defined for any given course. Course Outcomes are explained in detail to students at the outset of each course, to ensure that they clearly understand the concepts they are expected to master.

Attainment of Course Outcomes is monitored throughout the semester, and determined in the semester-end evaluation process, with each student's final grade dependent upon attainment of the Outcomes.

Programme Outcomes are the development of professional skills, abilities and knowledge required for success in the field of architecture. The Academic Review Committee defined twelve attributes for Programme Outcomes in consideration of skill, knowledge and values, and these are readily available to all on the College website.

In developing and refining Programme Outcomes, faculty and administration keep in mind the background of the students and their varying potential, then strive to assist in their overall development while helping them become gainfully employed.

During student orientation at the beginning of each academic year, Programme Outcomes are explained in detail.

The CO attainment is done in two perspectives, one Direct which consists of examination result, internal marks, assignment mapping and exam paper mapping. Other as indirect which is the course exit survey done by students grading each course outcome on their level of understanding. They are mapped together to gain final attainment.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At the end of each semester, the faculty conducts mapping and scoring of Course Outcomes to evaluate and objectively determine whether their lesson plans are well-matched to the desired Programme Outcomes.

First, attainment of Course Outcomes is assessed in two perspectives.

- Direct assessment consists of a review of objective measures including examination results, quiz scores and other internal marks, end term marks, studio projects, assessment tests, assignments, and examination results.
- Indirect assessment uses subjective measures, based largely on a course exit survey completed by students, who grade each defined Course Outcome on their level of understanding.

These are mapped together, giving the direct assessment 70% of the final score, and the indirect 30%, to determine a final attainment score for each Course Outcome and judge what adjustments are needed.

Following steps are used to evaluate the levels of CO-PO attainment:

1. Defined Programme Outcomes
2. Define/Obtain Course Outcomes
3. CO measurement through assessment.
4. Obtain CO attainment table through direct and indirect assessment methods.
5. Mapping of Course Outcomes with Programme Outcomes.
6. Obtain the final PO attainment table

CO Attainment

Internal Attainment is the average of attainments obtained using various internal assessment tools. Direct attainment is calculated with the help of internal and external attainment levels. Indirect Attainment is calculated using the CES (Course exit survey). Overall CO attainment consists of 30% of indirect assessment and 70% of direct assessment.

PO Attainment

The PO assessment is done at the end of each programme based on the CO attainment of all curriculum components. The attainment level can be determined either by a particular programme or, more commonly, by the institution. By analyzing the students' knowledge, the institution or the programme can make the best possible choice of the PO attainment. Overall PO Attainment is determined by mapping CO to the PO's.

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

2.6.3

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

Response: 98.64

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
55	66	52	59	59

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
57	66	52	59	61

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5.28

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
1.2755	2.70	00	0.45	0.85

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

PHCOA has a detailed policy in place to encourage and support new initiatives, innovations and startups. It offers simple, expedited pathways for implementing fresh ideas and bringing them into the marketplace. It supports inventors by assisting in the patenting process and expediting the care and development of novel Intellectual Property. As a result of this policy, a total of 13 patents have been filed till date. Pre-incubation and incubation facilities for nurturing innovations and startups are provided at PHCOA. Faculty supports an Innovation Cell, a Startup Cell, Student Clubs, and encourages incubation acceleration by mobilizing resources from internal and external sources. Special measures are taken to encourage and accommodate student and faculty entrepreneurs. A policy is in place to clarify product ownership rights.

As a member of the Institute's Innovation Council of the Ministry of Education, Govt. of India, PHCOA held an Incubators' Meeting with students of all five years. Many ideas and suggestions regarding

Intellectual Property Rights (IPR) and PHCOA’s startup ecosystem were discussed at length and in detail. Many students showed interest in developing prototypes and the institute nominated one such prototype for the Yukti Innovation Challenge 2023 (YIC 2023). Through the incubation and innovation centre of our institute “Ashayam” a Makers Lab event was conducted in order to encourage students to express their startup ideas. There are many more events planned in coming days to instill a culture of entrepreneurship among the students.

Mahatma Education Society, the parent body of our institute, published in the academic year 2019-20 the book Hastavem (Handloom in Sanskrit) which is a compilation of the documentation of the handloom textile industries of India by students in their second and third year at PHCOA. The book documented the origin, economy, housing and evolution of handloom weaving communities in seven cities spread across the geographical expanse of India. A five-day exhibition of the extensive work done by the students was conducted from 9th August to 13th August, 2019. This two and half month exercise was a collaborative effort between the students and faculty members of the institute and encouraged the culture of creation and transfer of knowledge.

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

3.2.2

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

Response: 42

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
13	5	10	10	4

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.07

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	1	2

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

3.3.2

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

Response: 0.07

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	1	2	1	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

Mahatma Education Society (MES), the parent body of the institute, conducted community service activities for the underprivileged rural children of Chambarli, Mohapada and neighbourhood villages in the academic years 2018-19 and 2022-23. For the academic year 2022-23, a Community Service Day was conducted in the New Panvel campus of our institute on 4 th February 2023. As a part of the event, faculty and staff of MES conducted various cultural and creative learning activities for the students of Vanvasi Kalyan Ashram, Chambarli.

Team Parivartan is a community Service wing of PHCOA, wherein, a group of students actively participate in various activities of the College. In the academic year 2018-19, the team worked on four projects involving tribal, rural and underprivileged sectors of society in and around Navi Mumbai. They designed and constructed an interactive play area for the tribal youth of Mohopada village. The team also painted a public mural in Artist Village in CBD Belapur, keeping in mind the spirit of the place.

Another informative wall-painting project was executed by the team for the municipal school at Rasayani. In January 2020, the team contributed to the building of ‘Mahalaxmi Saras Mart,’ an exhibition conducted by the government of Maharashtra at Gram Vikas Bhavan, Kharghar, Navi Mumbai. The students designed seating, art installations and contributed by painting walls.

The Student Council also organises community projects to assist people in need.

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

3.4.2

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

Response:

Students of Pillai HOC College of Architecture are part of Team Parivartan which is

a community service wing of PHCOA. This team worked with tribal, rural and

underprivileged sections of society in and around Rasayani and Navi Mumbai. The projects which are undertaken by students and faculty are taken positively by the local authorities and communities, and the team receives appreciation from them in the form of letters.

The Grampachayat of Mohopada issued the letter of appreciation for students' work in Shindi wadi and created a recreational area for the tribal kids. Also the gram panchayat of Mohopada issued the letter of appreciation for documenting, study and compiling the work in book called "Rasayani of Tomorrow"

The residents of Artist Village, Belapur, issued a letter of appreciation to the college for students working for the mural painting in Belapur. Overall the students' interaction and their working towards the local is appreciated by the locals and local government authorities. Students of our institutes actively participated in the blood donation camps organised in the Pillai HOC campus and were appreciated for their participation for the same. As an institute, we are actively involved with our neighbourhood and working for their betterment through different activities like road safety drive, distribution of paper bags to minimise the plastic waste, tree plantations, etc. During Covid 19, the students and teachers of our institute organised the awareness drive and distributed the mask for preventive measure. These initiatives were taken positively by the local authorities and letters of appreciation were issued by them.

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

3.4.3

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

Response: 27

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
6	4	7	4	6

File Description

Document

Photographs and any other supporting document of relevance should have proper captions and dates.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency

[View Document](#)

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

[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 23

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Pillai HOC College of Architecture, Rasayani has always ensured high-quality education through effective classroom teaching, interactive vocational training, and interaction with industries and other organizations. It aims at giving a high-quality learning experience to a diverse population of students by providing an excellent infrastructure including physical facilities and advanced technical teaching aids which contribute to an enriching and conducive learning environment.

The details of Infrastructural Resources at the Institution are as follows:

Principal's Cabin

Administrative Office

Conference Room

Exam Cell

NAAC Room/IQAC Room

Staff Room

Faculty Room

Admission Room

Studios with ICT

Lecture Halls with ICT

Documentation and Resource Room

Multipurpose Hall

Exhibition/Jury Hall

Workshop Room

Computer Lab

Electrical & Lighting Lab

Plumbing Lab

Environment Lab

Surveying Lab

Material Museum

HVAC Lab

Material Testing Lab

Art Court Area

Server Room

Girls Common Room

Games Room

Smart Classrooms

Conference Halls (Conclave)

Auditorium

Gymnasium

First Aid Room

Counselling Centre

Store

Canteen

The institution has well-equipped modern classrooms with audio-visual facilities that facilitate interactive and engaging learning experiences. The library is spacious and well-maintained, with an extensive collection of books, journals, and digital resources. The laboratories and workshops are well-equipped, enabling students to experiment and learn. The institution has ramps, elevators and toilets for

divyangjan. The installation of high-capacity generators ensures an uninterrupted power supply.

Pillai HOC College of Architecture strives not only for the educational development of young students but also gives immense importance to their physical and cultural development by facilitating excellent sports facilities, such as well-maintained sports fields for multiple outdoor games, athletics, a fully equipped Gymnasium, and indoor Rifle shooting range. The facilities include a Sports Authority of India-sponsored sports training centre and 'Khelo India' Centre. Experienced coaches are available for indoor and outdoor sports. Here, professional trainers and qualified instructors who played at the National level are recruited to provide physical guidance and assistance to the students and staff.

For the cultural development of students, the institution has an outdoor open-air and indoor performing stage for various arts and cultural events, like Euforia, Jalsa, etc. The institute also celebrates festivals such as Shiv Jayanti, Onam, Independence Day and Teacher’s Day both for the students and teachers. Physical and cultural activities provided for students play a crucial role in their overall development and well-being.

The institution has a hostel facility for students who come from various parts of the country. The hostel accommodation is comfortable and spacious, offering a safe and homely environment. Overall, the college's exceptional infrastructure and physical facilities truly enhance the overall educational experience and contribute to the holistic development of its students.

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

4.1.2

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

Response: 14.2

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
7.73	50.18	1.23	26.48	0.13

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

We at the PHCOA believe that the library is an indispensable part of our teaching method, and are pleased to announce that we have taken every effort to make our library well-stocked, efficient, and accessible to students.

Our library occupies an area of just over 336 sq.m and has a wide range of books, journals, print magazines, and newspapers which are updated regularly. The library is conveniently located, making access easy for students and faculty alike. This makes the library an integral part of our teaching-learning process.

The library is open from 10 am to 5 pm on all working days.

The library follows open access system and uses DDC (Dewey Decimal Code) for classification so that books are arranged according to particular subjects for easy access to students.

PHCOA library is designed to Universal Access standards, and we have ensured Divyangjan has no problem using the library.

Our library environment is as conducive and comfortable to use as possible, in an effort to encourage a culture of reading, reference, and independent study. We have separate zones for comfortable reading and writing, discussion, Internet browsing areas, and laptop zones with Wi-Fi facilities. Web OPAC is used by patrons to search library collections without the assistance of library staff.

In order to get an accurate assessment of our library use, library attendance and user time are automated.

The library subscribes to number of online resources, like the Bloomsbury Architecture Library database and MOODLE Libspace, which is a repository of learning content created and curated by the PHCOA faculty. Libspace provides our students with easy access to material like:

1: Lecture Notes, Assignments, Syllabus, Question Papers, and videos contributed by PHCOA faculty.

2: Project Reports, Dissertations

3: Career, Internship & Job-related information

4: Book Reviews

5: Competition & Training

1: URL link to Libspace from outside, Remote login <http://114.143.219.19/libspace/>

2: On intranet within PHCOA Campus <http://172.17.0.5/libspace/>

The library has created a Facebook group, Instagram Account Page & Twitter Account to maximize its reach via social media platforms.

Information and Communication Technologies (ICT) has immensely impacted the functioning. Integrated Library Management System (ILMS) is used to manage various functions of the library.

PHCOA library is automated & uses the following software: Open Source Software “KOHA”.

-The description of ILMS is as follows:

Name of the ILMS software - KOHA

Nature of automation (Fully/ Partially) - Fully

Version - 21.11.04

Year of Automation - 2016

-Online library Catalog (OPAC) is available for the readers for quick search of the resources.

Remote Access to OPAC (Online Public Access Catalog) / Web OPAC is <http://203.115.126.36:9000/>

KOHA provides e-mail alerts for returns/renewals of books before due dates; Reminders to return and return overdue books.

-Plagiarism Check software: Turnitin

-Daily Usage of Library

-Footfalls:

Faculty Members - 4

Students - 45

-Library Hours

No. of hours can be increased as per the student's requirement.

-Circulation Rules

Students are issued - 3 books for 7 days

Faculty are issued - 8 books for 6 months

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

In today's educational landscape, IT facilities and sufficient bandwidth for internet connection are crucial for effective teaching, learning, and overall campus operations. With the rise of online education, IT facilities and high-speed internet are essential for delivering digital content, conducting virtual classes, and facilitating remote collaboration. These resources enable students to access course materials, participate in discussions, submit assignments, and engage in interactive learning experiences regardless of their physical location. The campuses with wired and wireless internet access require a smooth and continuous roaming facility to access the internet from classrooms to library to labs and residential (hostel) areas.

Pillai HOC College of Architecture regularly updates its IT facilities in respect of bandwidth:

2018-19: 165 MBPS

2019-20: 200 MBPS

2020-21: 300 MBPS

2021-22: 500 MBPS

2022-23: 500 MBPS

We have provided high-quality Wi-Fi facilities to the students on campus. The campus has a 500 MBPS high-speed internet facility. This institute has a 24X7 Wi-Fi facility on the college campus for students and faculty members to avail of an internet connection at any place in the college.

This institution with state-of-the-art IT infrastructure, computing, and communication resources offers the facilities of e-mail, net surfing, and up/downloading of web-based applications to students which helps them in preparing projects & seminars (presentations). MES has a tie-up with Google and we use all the applications for our benefit. The entire Institute is Wi-Fi enabled with necessary firewalls and computer labs are connected through LAN with internet facilities. Tie-up with Google Inc.

By addressing the needs of IT facilities and ensuring sufficient bandwidth for internet connection on campus we are creating an environment conducive to modern teaching and learning practices, fostering innovation, collaboration, and academic success.

IT Infrastructure Details

- No. of PCs in Institute: 80
- No. of PCs in Computer Lab: 55
- No. of PCs in Library: 09
- No. of PCs in Faculty Rooms, Office & Staff: 06
- No. of PCs in Exam cell: 02
- No. of PCs in CAP: 05
- No. of PCs for IQAC: 02

Server details: Edu Right (2015)

- Windows Server 2008 R2
- Intel Xeon Processor E5-2620
- 32 GB RAM
- 5TBB HDD

Networking Switch Details:

- Cisco SG300-28 28 Port Gigabit Managed Switch (38)

Router Details:

- Ruckus Wireless Zone Director 1000 4G supported
- Ubiquiti Networks (Library)
- Airtel Wi-Fi

Internet Details:

- Service Provider: Prime net Global Ltd.
- Bandwidth available: 500Mbps

Arrangements: Cyberoam CR2500iNG - 10.6.5

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

4.3.2

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

Response: 4.77

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

Response: 56

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.36

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
5.79	4.84	0.05	3.10	0.46

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 69.77

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
193	189	312	182	301

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[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: C. 2 of the above

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

5.1.3

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

Response: 7.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	0	78	0	0

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 41.92

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
21	31	34	12	24

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
55	66	52	59	59

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

5.2.2

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

Response: 24.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	09	0	0	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 6

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

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

File Description

Document

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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: 2.8

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
4	1	0	7	2

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

5.4 Alumni Engagement

5.4.1

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

Response:

The PHCOA has a relatively young legacy, yet we fully recognise the value of an active and well engaged pool of alumni.

Pillai HOC College of Architecture has an active Alumni Association, registered under the Societies Registration Act, 1860 (XXI of 1860). Our Alumni have been well established, both in the professional sphere as well as in academia. A large number of our alumni have opted for further education, gaining master’s degrees from India as well as overseas. Others are working for reputed architectural and planning firms, and some have even established independent practices of their own architectural and design firms.

The college sees our alumni as a valuable resource pool, and the Alumni Association ensures that the alumni remain fully engaged with the college and its students. The various programs organized under the auspices of the Alumni Association are a valuable platform for the alumni to share their valuable experience with students.

Alumni interact with students through the medium of dedicated Alumni Talks, as well as participation in other seminars organized over the Semester Calendar.

Another area where the Alumni provide invaluable support to the institute is in terms of student placements and career guidance.

Our highly proactive Alumni Association is therefore seen as an interface between students, staff and the industry and academia.

Although our alumni are relatively few in number, and are relative newcomers to the profession, they spare no effort to contribute to their alma mater in whatever way they can.

Some valuable contributions of the Alumni Association are as under:

- The “Alumni Talk” which is an interactive session with students to sensitize them to opportunities after their graduation.
- Motivational lectures, whereby alumni share their experiences of overseas travel and work.

- Guest lectures on various specialized subjects and guidance from experts.
- Some of our alumni have individual practice; they share their knowledge and expertise with the students.
- Job opportunities.

It may be noted that our Alumni Association operates from a well organized and accessible database, and is able to help students in an efficient and streamlined manner.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our governance and leadership policies and practices of the institute are directed towards achieving the Vision, Mission and Objectives.

Vision Statement:

To offer dynamic and pioneering architectural education through constantly evolving creative teaching methods to develop, implement and foster a sustainable built environment in our graduates' professional careers.

Mission Statement:

To help our students blossom as knowledgeable, skilled and empowered professionals, who will apply their expertise, creativity, energy and skills to the complex and ever-changing challenges of the built environment.

To build a strong foundation of outstanding teaching and a deeply rooted creative culture, to help shape the world of tomorrow through the intelligence, growth and effort of our students.

To create a mechanism through which the work of our graduates will yield a more sustainable, more environmentally respectful, more equitable environment where people may live, work, play, and thrive.

Objectives:

- Impart all the professional skills, values and knowledge.
- To enhance professionalism and awareness amongst students.
- Create an awareness about one's professional responsibilities in the immediate environment.
- Contribute to a sustainable built environment.

The following key strategies have been adopted by the institute, as being fundamental to achieving our objectives.

Decentralization:

We believe passionately that decentralization of management is a key factor in the running of any organization. Decision making is not concentrated on higher positions. Most decisions are taken in a participatory manner, and as close to those affected as possible.

Hierarchy is maintained as shown in institutional organogram.

Organogram

The IQAC, headed by the Principal of the Institute, is a key entity in the decentralization process. Relevant college committees, teaching faculty and students are involved in a decision-making process ensuring the decentralization and promotion of leadership culture.

The decision-making process is transparent and documented.

Under the College Development committee, subjects-in-charges are appointed by the Principal, from amongst the senior faculties. These ensure continuity and relevance in the teaching of subjects. They also ensure that Course Outcomes and Program Outcomes are achieved.

Class coordinators are responsible for the day to day management of the classes assigned to them. They are always accessible to students and subject teachers alike.

It may be noted that all faculties are part of some or the other committee, ensuring all around participation in the decision-making process. College committees are listed below:

Statutory Committees

- Grievance Cell (Grievance Redressal Committee)
- Anti-Ragging Committee
- Internal Monitoring Committee (Internal Complaints Committee)
- Committee for Prevention of Atrocities to SC, ST

Non-Statutory Committees

- Governing Body
- College Development committee (Academic monitoring committee) Advisory + Local managing committee + Policy Decision Committee from 10/12/2018)
- Disciplinary Committee/Attendance Committee
- Institutional Budget Committee

- Anti- Ragging Squad
- Anti -Sexual Harassment Committee
- Placement Committee
- Library Committee
- Examination Committee
- Time Table Committee
- Research and Development Committee
- Sports Activities
- Cultural Activities
- Women’s Grievance Redressal Cell
- Women Development Cell

The organogram is prominently displayed on the institutional website.

360 Degree Feedback for Participative Management:

We collect the feedback from all stakeholders such as students, teachers, alumni and employers. The analysis of the feedback is done and productive suggestions are implemented.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute operates as per the Policy Handbook, which clearly and unambiguously puts down rules, regulations and policies and schemes regarding all matters relating to the conduct of teaching staff, non-teaching staff and students.

This policy handbook is available on the website of the institute, and is freely accessible to all.

The vision, mission and objectives are also published on the website of the institute. The policy handbook is based entirely in accordance with executing the said vision, mission and objectives.

It may also be noted that the vision and mission of the institute is well aligned with the overall vision and mission of the management. The IQAC prepares the perspective plan at the start of each academic year in consultation with the College Development Committee and the plan is reviewed at the end of the academic year for subsequent improvements.

In accordance with the perspective plan, the following key features of the institute may be brought to your attention.

- The institute promotes research and has conducted one University of Mumbai funded research project. In addition, the institute has completed three privately funded research projects. There is two privately funded ongoing research project. The policies of the institute are highly conducive for research and the teaching staff is always scouting for a viable research project. Campus has a research lab as well.
- Thirteen patents have been filed by the teaching staff and students of the institute.
- Students are encouraged to actively participate in the process of research and patent filing.
- The institute conducts collaborative courses with industry.
- The institute has an active consultancy cell, and is involved in projects directly affecting the nature of the built environment in the surrounding area.
- The institute has signed Memoranda of Understanding (MoU) with other academic institutes / professional bodies across India, and is engaged in a vibrant exchange of knowledge / ideas, amongst students as well as the teaching staff.
- Student Development Programs (SDP) are also routinely conducted, and actively attended by the students.
- The students have participated in various sports and cultural programs, organized on campus and outside.
- Educational tours are conducted every year to widen the exposure of the students.
- The institute has participated in NIRF, IIRF and NIRF- Innovation rankings.

In addition to the above, it may also be noted that the institute is in the long-term wellbeing of the

students, by actively instituting practices like the Mentor / Mentee system.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Pillai HOC College of Architecture is fully committed to the long term and immediate wellbeing of

its staff, teaching as well as non-teaching. The commitments of the institute are clearly stated in the policy document, and are reflected in every aspect of the day to day operating of the institute.

Our institute offers great opportunities for personal and professional growth. We truly believe that to give the best to the students, all our teaching staff and non-teaching staff have to be in a working environment that allows for continuous growth and adaptation to the ever-evolving needs in the education scenario of our country.

The various schemes relating to the wellbeing of our teaching and non-teaching staff are mentioned in our policy document.

In our quest for excellence, we believe in rigorous assessment to be a cornerstone.

Our institute has developed a comprehensive Performance Measurement System to appraise, and thereby improve the performance of our faculty as teachers, mentors and researchers.

The assessment is via a well-planned and thorough proforma, and is meticulously documented. All teaching staff have to take part in self-assessment exercises, the results of which are then analyzed for suggesting any improvement, if required.

Moreover, our consistent and rigorous application of the Performance Appraisal System allows for real time improvement in our activities, while also giving our staff a realistic idea of where we stand.

It may be noted that all non-teaching staff also have to undergo an equally rigorous performance appraisal. This appraisal is conducted once every academic year.

This appraisal allows the institute to take appropriate measures, such as if the performance is found to be praiseworthy, it is noted by issuing Letters of Appreciation. In cases where the performance is less than the expectations, the said non-teaching staff is counseled by the head of the institute, and encouraged to improve.

Some of the points relating to the welfare of staff are as follows:

1. Financial assistance to attend various conferences /seminars /faculty development programs /orientation programs / STTP.
2. Various leaves apart from casual, medical, additional special leaves are granted on a case to case basis, namely maternity leave, on duty leave to attend STTP / study leave etc.
3. Employee Provident Fund for both teaching and non-teaching staff.
4. Infrastructural facilities like Gymnasium and institute bus are available for teaching as well as non-teaching staff.
5. MES E-learning Studio, Coursera courses are made available as required for the staff.
6. With an intention to reinforce the teaching and learning process, the parent body of the institution obtained a license for Zoom and Google Meet and made it available for students, faculty

members and non-teaching staff.

7. Covid -19 vaccination drive was organized for the teaching and non-teaching staff.

8. Letter of appreciation and monetary incentives are given to the faculty members who complete PhD successfully.

9. MES credit cooperative society for teaching and non-teaching staff was operational till 2022.

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

6.3.2

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

Response: 7.65

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
7	3	1	0	2

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

6.3.3

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

Response: 22.33

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
5	33	1	4	5

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
9	9	9	9	9

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Pillai HOC College of Architecture is run by the highest professional standards. Meticulous long-term planning, as well as day-to-day scheduling of activities is part of our very culture. We strongly believe that without strategizing our activities, we will be unable to make the best of the resources made available to us through various channels.

To ensure timely resource mobilization and assessment of whether financial resources are being used for their intended purposes, the task of preparing a budget is delegated to the Institutional Budget Committee. Thereafter, the committee follows a transparent and documented procedure for obtaining and channelizing the resources for the academic year. General process adopted for resource mobilization is as follows,

- Aims, objectives, activities and plans of the year are assessed and estimated via regular meetings and brain storming sessions.
- Various program coordinators submit budgets for specific programs under their purview.
- Quotations are sought where necessary.
- The previous year's budget is usually reviewed and used for ball park figures and comparisons.
- Institutional Budget Committee prepares a budget for the year, under the supervision of the head of the institute.

- Upon internal finalization, the budget is presented to the governing body for approval.
- The governing body upon approval sanctions budgets.

It may be noted that the institute undertakes rigorous accountability of the allotted funds, as soon as the programs and activities are completed. An internal auditor issues utilization certificate.

Internal and external audits are conducted regularly, by Shri Yash (Internal Auditor) and Shri Muzumdar (External Auditor).

Non-budgeted expenses are also made available to the institute through simple yet documented procedures. Requests are put up by the head of the institute, along with the necessary estimates and quotations to the governing council. The governing council usually sanctions these, as and when required after thorough discussion with the head of the institute

The college generates income through the following sources:

- Tuition Fee
- Consultancy Cell
- Research Grants
- Infrastructure use

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) is critical to the quality management and the ethos of continuous improvement of our Institute. The IQAC has been focused on the following areas,

- Teaching learning process
- Outcome-based education
- Structured Feedback System
- Student Development Programs
- Faculty Development Programs
- Teaching aids for all subjects.
- Academic Audits

Digital Teaching–Learning Initiatives

Our institute has proactively adopted E learning methods. We have especially advocated the use of blended learning, which is a judicious mix of e-resources and traditional teaching.

To make our e-learning resources accessible to all, mes email ID, Libspace IDs, Dspace, Bloomsbury, etc. are provided to students. E-contents, e-notes, presentations, question banks and videos are shared with the students.

Our Institute also has ICT- facilities for facilitating our e-teaching and learning methodology. We also have state of the art Conclaves and A/V rooms, Lightboard studio for our students and staff.

Faculty- Wise National Conferences

To further expand the research activities, the IQAC has proposed a National Conference to be conducted at the Campus.

Add-On or Certificate Courses

IQAC has initiated the idea of creating and developing add on/certificate courses in-house or collaborating with external agencies as well, after realizing the need to develop better skill sets and equip the students for post pandemic times.

Mentoring

The institute has implemented the mentoring system in which the faculty mentor is assigned to a group of students. The mentor looks after the academic as well as the nonacademic issues faced by the students.

Structured Feedback

360 Degree feedback is so designed that the feedback of all the stakeholders- i.e. students, teachers, alumni and employers are taken into consideration. The feedback collected is analyzed and report is presented to the IQAC team chaired by the Principal. Actions are taken as per suggestions received and

an Action Taken Report is prepared accordingly.

IQAC Quality Initiatives

NIRF Participation, Faculty-wise Staff Development Programs and academic audits are a few quality initiatives successfully undertaken and implemented by the IQAC of our institute. The institute participates in NIRF, IIRF, NIRF-Innovation which provides an overall information. Based on the annual review the steps for improvement are proposed. Orientation programs are organized for staff and students to focus on institutional policies, mission, vision, code of conduct and core values of the institution.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Our institute is totally committed to achieving full gender equality, by encouraging a wholesome and nurturing learning and working environment for all regardless of gender. We ensure that there is equal participation of both male and female students in all the curricular and co-curricular activities. The college has taken various initiatives to bring about gender equality and end gender discrimination.

- The college follows a Gender Equity Policy and actively takes measures necessary to bridge the gender divide.
- Our institute has a Women's Development Cell (WDC) which is responsible for promoting gender equality on our campus, and to address gender discrimination.
- The WDC works with other bodies like the Soroptimist International Bombay Chembur, to promote the general well being of the women in our institute.
- Seminars and workshops are conducted towards educating women about health, nutrition, personal hygiene, women's rights and general awareness.
- The WDC undertakes various awareness programs on gender sensitization, women's rights and women's empowerment.
- Our institute provides a safe working environment for all. The campus is under CCTV surveillance, and there are no unauthorized persons on the campus.
- PHOCA has an active and accessible Women's Grievance Redressal cell and Anti-Sexual Harassment Committee to address complaints of gender discrimination and sexual harassment.
- All our extra-curricular activities line the NSS cell strive for equal participation of both genders.
- Our institute has a strict gender-neutral policy with regards to admissions, recruitment, functioning of administration or any academic activity.
- The college celebrates days like International Women's Day and Girl Child Day and uses these

days to bring about greater awareness regarding gender related issues.

- Women are granted all the leaves stipulated by law, like Maternity Leave.
- The PHCOA provides essential facilities for women. These include adequate and clean toilets, girls' common room, and Sanitary pad Vending Machines

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The Pillai HOC College of Architecture places great value on the holistic development of our students. While generating intellectual curiosity and enthusiasm for learning are priorities, the aim is to create top professionals: respectful to society, humble, actively engaged with social and environmental concerns. We strongly believe that we can achieve our aims only on the background of a completely inclusive campus environment. Therefore we take every effort to nurture an atmosphere of tolerance and harmony towards cultural, linguistic, regional and socioeconomic diversity.

Thus, the PHCOA community participates wholeheartedly in initiatives and activities aimed at developing inclusion, tolerance, and harmony, plus responsible citizenship.

Some ways in which we live our values are:

- Strict gender equality is maintained at all times; gender sensitization programs are conducted for all. Special measures are taken to ensure the campus is a safe and respectful environment for all genders.

- Our “universal access” campus sports a full range of features to welcome differently-abled students and staff.
- All national and international holidays such as “World Environment Day” are observed, with the aim of sensitizing community members to current issues.
- An active Mentor–Mentee System is in place for all students and faculty, strengthening both pedagogy and community bonds while offering critical insight into the mental health of the student body.
- We are actively involved in planning and conducting programs to uplift the underprivileged.
- On our lush green campus, we research and implement solutions to critical environmental problems:
- Using alternate sources of energy such as solar power; energy conservation through efficient fittings and appliances and through heightened awareness.
- Efficient waste management practices, water conservation, and recycling.
- Plenty of local flora— landscaping that encourages biodiversity.
- Regular Environmental and Energy Audits.

One of the effective platforms our institute uses to highlight the importance of inclusiveness and responsible citizenship is through the celebration of various “Days” of national and international importance.

Typically, programs and guest lectures are organized on special days, and relevant issues are highlighted. For example, International Women’s Day will likely be celebrated by organizing talks and programs highlighting issues pertaining to women.

The following is a list of various special days celebrated in our institute:

- International Yoga Day
- International Women’s Day
- World Environment Day
- World Water Day
- World Heritage Day
- World Habitat Day
- World No Tobacco Day

- Independence Day
- Republic day
- National Constitution Day
- Marathi Bhasha Gaurav Diwas
- Shivji Jayanthi
- Teachers' day
- National Girl Child Day

In addition to the above list of days, many regional and cultural festivals are also celebrated on our campus. Our college festivals encourage cultural programs that reflect regional languages and diversity.

In particular, we encourage our students to use every opportunity to organise programs on our constitutional obligations. Our students are actively involved in social upliftment activities, through the "Team Parivartan" Platform and of course the NSS.

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

7.2 Best Practices

7.2.1

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

Response:

Student participation in National and International Competitions.

Objective

Design competitions present our students with the unique opportunity to respond to challenges far outside the remit of their personal circumstances and context.

In the event a student wins a competition, he/she receives much needed exposure on a national or international platform.

The context:

Competitions are floated by various bodies and agencies, as also by other colleges. These competitions are generally in the nature of design competitions.

A competition brief usually states the context and the requirements, and other criteria like eligibility, the jury panel and important dates.

The Practice:

The intention behind floating the competition is usually to acquire a variety of outlooks and solutions to specific problems, stated in the design brief.

Entries are usually in the form of an architectural response, communicated through either drawings or models, or both.

The best entries are shortlisted, they are examined by a panel of experts, and winning entries are declared.

Winning entries are usually awarded cash prizes, certificates of recognition, and in specific circumstances may even have the opportunity to have their works executed, or contribute in some way to the execution of the project.

This is especially significant in the Indian context, because architectural competitions frequently focus on context-specific designs that celebrate local culture, heritage, and regional identity. Participating in such competitions helps students develop an understanding of the cultural significance of architecture and the importance of context in design. This fosters a sense of pride and responsibility towards preserving and promoting India's rich architectural heritage.

Furthermore, students have the opportunity to have their works seen and assessed by top professionals and educators.

Winning entries have the further advantage of monetary awards, certificates and publication in journals and magazines.

The competencies required for a competition entry are crucial for success in the professional realm and contribute to a well-rounded education.

Some challenges faced by the student and college are summarized as under:

Taking time out for competition work is often a challenge.

The competitions are often not in sync with the college syllabus.

Registration fees may be high.

Evidence of Success

The increasing number of students who are opting to participate in design competitions is a testament to the success of this best practice. The participants were endowed with certificates of participation, and a noticeable improvement in self-confidence and abilities was observed.

Exhibiting students' competition entries in the college has inspired more students to participate in competitions.

Problems Encountered and Resources Required

- Students sometimes find it hard to manage time.
- Some competitions require specialized skills and guidance.

Best Practice II

Documentation and publication of India's built and unbuilt heritage.

This best practice is especially significant for architecture students in the Indian context, since it sensitizes students to diverse forms of culture, heritage, and regional identity.

The Objective:

Our country is gifted with an extraordinary variety of architectural styles, as also a rich tapestry of handicrafts and other forms of folk art. These are scattered all over the country, and are sometimes disappearing under the pressures of the change that our country is going through. In this context involvement of students documentation and publication of these art forms becomes critically important for the following reasons:

- Students are exposed to India's diverse culture and heritage, and can achieve an in-depth appreciation of our traditional building styles, as well as arts and crafts.
- Fast disappearing traditional building forms, skills and traditional arts are documented for posterity.

Context of the best practice:

This best practice assumes great significance in the context of architectural education imparted today, as the formal curriculum largely focuses on conventional built forms and arts.

Our traditional buildings, building skills and handicrafts are fast disappearing, and may soon become extinct.

Far flung corners of the country are host to rich traditions, which are as yet undocumented.

The Practice:

- Faculty and students identify areas of interest typically with traditional architecture and/ or traditional skills.
- The students and the faculty then visit the location, and thoroughly document it.
- The material is then completed and compiled back in college.
- The documentation have sometimes been exhibited by the college.
- The documentation has also resulted in publications.
- The college has gradually accumulated a compendium of documented material from all over the country.
- This best practice has resulted in the documentation of Lote Parshuram Temple at Chiplun and settlement.
- The college has also documented the weaving traditions of India from.

Evidence of success:

Its success can be be gauged from the following observations:

- An eagerness in students to experience learn about different architectural styles, materials, construction techniques, and design approaches
- An increase in awareness amongst the students regarding the rich heritage of our country.
- An enhancement in the students ability to evaluate and appreciate architectural works.
- A growing compendium of documentation of our country's built and artisan heritage.
- Widely attended exhibitions.
- Widely circulated and acclaimed publications.
- Documentation of Pen (Maharashtra) heritage site was awarded as the winning entry for the COA Students' Award for Excellence in Documentation of Architectural Heritage

Problems Encountered and Resources Required

Logistics of organizing students field visits to remote locations.

- Different regional languages.
- Scheduling the curricular timetable.

Difficulties in implementing in other institutes:

This best practice may be adopted by all the architecture institutes all over India.. Some minor difficulties may be faced:

- Budget constraints.
- Integrating curricular syllabus
- Lack of staff.
- Permissions etc from the students' parents.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The B. Arch. course at PHCOA is among the first of its kind in this region, designed to meet the critical need for shaping the built environment of a rapidly developing area with consideration of the diverse and threatening challenges of the future.

Since its inception, PHCOA has been striving to provide the best in architectural education, continuously expanding its scope to expose students and faculty to the most innovative thinking in the field, offering value-added courses, student and faculty development programs, and hands-on experiences that build confidence and spark creativity. The College of Architecture is run in a completely inclusive manner, with a fully decentralized and documented decision-making process, and full participation of all stakeholders.

We are distinct, in that we have recognized the fast-changing peri-urban areas of Mumbai, and have addressed the need to bring quality architectural education to this region.

In keeping with our mission and vision we have formulated our curriculum and Co-curricular activities to

align with the needs of the times. This is reflected in the following aspects of our institute

- **Creative teaching methods**

We use cutting-edge pedagogy to deliver our curriculum to the students. This includes traditional teaching methods, ICT, hands-on experiential as well as research methods. We also have infrastructure like smart classrooms lecture halls and other ICT.

- **Focus on sustainability**

Students address assignments that focus on sustainability both in the studio as well as firsthand in the management of the campus. Our syllabus trains our students to be socially and environmentally responsible professionals.

- **Strong emphasis on foundational and Practical knowledge**

The syllabus is designed to lay a strong foundation of knowledge base and reinforce the same by exposing the students to practical issues, contexts and problem-solving.

- **Inclusive and equitable environment**

Our students get equal opportunities regardless of their gender/ background to participate in curricular and co-curricular activities. Our campus has a full complement of design features to ensure that all students including the specially-abled (Divyaangjan) can utilize the campus to the fullest.

- **Classroom Teaching focused on real-time challenges**

All student assignments are focused on real problems within the context of our location or other parts of the country and are in at sensitising the students towards finding solutions to the many and varied challenges our country faces in terms of its built environment.

We are one of the first architecture colleges in the region that operate out of an integrated campus, and we bring the full benefit of the shared knowledge of the many professional streams to our architecture students. This is completely aligned to our ideology of holistic education, and creating mature and ethically conscious citizens from our students.

We share our campus with the following sister institutes:

- Mahatma Education Society's HOC Junior College of Science & Commerce
- Pillai HOC College of Arts Science and Commerce,
- Pillai HOC College of Engineering,
- Pillai Institute of Management Studies and Research and
- Pillai HOC Polytechnic

As a result of this shared proximity with other institutes, our students have benefited from many facilities and experts, otherwise not available to most other colleges. We also have the distinct advantage of offering our students better exposure through the various events and programs organized on our campus by our sister institutes.

Some specific examples of our distinctive shared expertise are as under.

3D Printing Lab/ Simulation lab

Our campus has one of the first and best-equipped 3D printing labs in the region. Our students can get their creative ideas and prototype models printed at a cost price.

Carpentry Workshop:

Our students gain valuable hands-on experience by using the carpentry workshop located in the engineering department. This is an important and often neglected part of architectural education.

Material Testing Lab:

We are one of the few institutes that have access to advanced testing equipment and experts for construction materials. Our students routinely use testing facilities to get a firsthand feel of engineering materials like concrete.

Sports and Other Facilities:

Our students can access state-of-the-art sports equipment and gymnasium facilities.

Pillai's ISRO Outreach Network Institute:

Apart from the shared facilities described above, our institute is also unique in being associated with prestigious organisations like IRSO, with whom we have initiated the Pillai's ISRO Outreach Network Institute. This allows our students to access the vast expertise of ISRO in the areas of remote sensing and GIS technology, through a large number of free courses.

Pillai HOC Research and development Cell

Our Institute also benefits from the Research and Development Cell which is an initiative to create a vibrant local innovation ecosystem, a start-up supporting mechanism, establish a functional ecosystem for scouting ideas and pre-incubation of ideas and to develop the better cognitive ability for technology students. The cell is actively involved in organizing and conducting various seminars, workshops, and Idea competitions for students and faculty. This has resulted in several patents filed by faculty and students.

Campus Cultural Fests

At PHCOA the campus cultural festival (inter-departmental) serves as a platform for amalgamation of culture, talent and teamwork. These collaborative initiatives foster team building, brainstorming and consistent hard work in our students. The students are also exposed to an array of interactions and

management tasks where the students learn a great deal of knowledge. This also helps them to push their boundaries, explore their talents and boost self-confidence

Campus fests like JALSA, SHIVJAYANTI, and EUPHORIA, to name a few, unite the students and work together as a community.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

It may be noted that our quest for academic excellence is conducted in a wholly nourishing and positive physical and emotional environment. The welfare of all our stakeholders is our highest priority.

Strict gender equality is maintained at all times; gender sensitization programs are conducted for all. Special measures are taken to ensure the campus is a safe and respectful environment for all genders.

We strive to operate our lush green campus in the most sustainable manner, and encourage any green initiative. Needless to say, the campus is designed and operated to be completely inclusive, with a host of measures aimed specifically at bringing the excellent education we offer to our differently abled students.

Our faculty and staff are able to teach students using a variety of teaching methods, ranging from conventional chalk and blackboard, to the latest cutting edge ICT. We also place great emphasis on hands-on experiential learning, which is a cornerstone of architectural education.

“Education for All” is a motto we take seriously. This is seen by the diversity of students on our campus, who hail from all parts of the country and are from all strata of our society.

Our college can also boast of several best practices, aimed specifically at expanding the scope, reach and exposure of our students. These practices sensitize our students to focus on context-specific issues that celebrate local culture, heritage, and regional identity. Our best practices take our students beyond the physical constraints of our campus, and project them along with the best creative minds the country and the world have to offer.

We are also fortunate to be a part of the MES family. Our institutional goals are completely aligned with those of our parent institution, and we continue to flourish in the guidance and support given to us by the MES.

Concluding Remarks :

PHCOA has been striving to provide the best in architectural education, in order to expose students and faculty to the most innovative thinking in the field, offering value-added courses, student and faculty development programs, and hands-on experiences that build confidence and spark creativity. The College of Architecture is run in an inclusive manner, with a decentralized and documented decision-making process, and full participation of all stakeholders.

Our rigorously conducted SWOC analysis is proof of our commitment to introspection and honest self appraisal. The results of our analysis encourage us to move forward in the correct direction.

Strengths and opportunities are cultivated without complacency, weakness and threats are addressed proactively. This continuous search for excellence is closely monitored and documented by the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC).

Our syllabus is in compliance with the requirements of the University of Mumbai, and the minimum standards

of the Council of Architecture. The syllabus is imparted with the best of teaching and learning aids, and program and course outcomes are mapped regularly.

All programmes offered by the college focus on Outcomes-Based Education (OBE), keeping in mind regional and global requirements. We have implemented outcome-based education with clearly stated Programme Outcomes and Course Outcomes for all subjects.

Apart from domain-specific skills, learning outcomes at all levels ensure social responsiveness and proper ethics as well, so that students can contribute proactively to the economic, environmental and social well-being of the nation. The Course Objectives are also in line with the respective Programme Outcomes, and attainment for the same is calculated.

We have MOU's with other colleges from different cities, to expand our students and faculties exposure beyond the confines of our location.

The many accolades our students and faculty have received in competitions, at the workplace and in higher educational institutions in India and abroad are testament to our success.

In conclusion, we present our Institute as being a true center of excellence, where every person of our wide and diverse family can strive for their betterment and the betterment of our country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :23</p> <p>Remark : Value updated as per Data Template removing duplicate courses</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>155</td><td>135</td><td>263</td><td>121</td><td>316</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>155</td><td>135</td><td>263</td><td>121</td><td>316</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	155	135	263	121	316	2022-23	2021-22	2020-21	2019-20	2018-19	155	135	263	121	316
2022-23	2021-22	2020-21	2019-20	2018-19																	
155	135	263	121	316																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
155	135	263	121	316																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 256</p> <p>Answer after DVV Verification: 261</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>20</td><td>8</td><td>45</td><td>10</td><td>17</td></tr></tbody></table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	20	8	45	10	17										
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	8	45	10	17																	

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	45	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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	8	45	10	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	45	10	17

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.2755	2.70	00	0.45	0.85

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.2755	2.70	00	0.45	0.85

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	07	11	11	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	5	10	10	4

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.4.3 Number of extension and outreach programs conducted by the institution through organized

forums including NSS/NCC with involvement of community during the last five years.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	7	4	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	7	4	6

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.*

Answer before DVV Verification : 24

Answer After DVV Verification :23

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54.9163	103.1127	145.2608	32.6109	50.13793
	1	7		

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.73	50.18	1.23	26.48	0.13

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51.56	96.52	20.24	108.32	31.90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.79	4.84	0.05	3.10	0.46

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
194	175	332	182	303

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
193	189	312	182	301

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
238	132	159	243	165

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	0	78	0	0

5.1.4

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	55	47	49	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	31	34	12	24

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	09	0	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	09	0	0	2

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at

University / state/ national / international level (award for a team event should be counted as one) during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	05	02	25	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	0	7	2

6.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	35	37	36	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	1	0	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	34	7	13	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	33	1	4	5

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

Answer before DVV Verification:

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 56 Answer after DVV Verification : 55</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>35</td> <td>37</td> <td>36</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>35</td> <td>37</td> <td>36</td> <td>36</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	27	35	37	36	36	2022-23	2021-22	2020-21	2019-20	2018-19	26	35	37	36	36
2022-23	2021-22	2020-21	2019-20	2018-19																	
27	35	37	36	36																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
26	35	37	36	36																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>99.64845</td> <td>154.30521</td> <td>165.57564</td> <td>118.30524</td> <td>79.12593</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	99.64845	154.30521	165.57564	118.30524	79.12593										
2022-23	2021-22	2020-21	2019-20	2018-19																	
99.64845	154.30521	165.57564	118.30524	79.12593																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99.63	149.74	165.21	111.12	78.33