



**SELF STUDY REPORT**  
**FOR**  
**1<sup>st</sup> CYCLE OF ACCREDITATION**

**MARATHWADA MITRA MANDAL'S COLLEGE OF  
ARCHITECTURE**

**MARATHWADA MITRA MANDAL COLLEGE OF ARCHITECTURE, 302/A DECCAN GYMKHANA  
411004**

**[www.mmcoa.edu.in](http://www.mmcoa.edu.in)**

**Submitted To**

# NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

January 2020

### Executive Summary

#### *Introduction:*

Marathwada Mitra Mandal, Pune is a Public Charitable Trust established in 1967 by Hon. Late Shri. Shankarraoji Chavan, Former Home Minister, Govt. of India as the "Founder President" and followed by Hon. Late Shri. Vilasraoji Deshmukh, Former Union Minister, Govt. of India. The trust has created excellent facilities of education in various fields of education such as Management, Law, Commerce, Pharmacy, Engineering, Architecture and Interior Design, which provide excellent education to more than 12000 students every year.

Our sister institutes under the aegis of Marathwada Mitra Mandal, namely MMIT and MMCOE Engineering Colleges, SCLC Law College and MMCC Commerce College have received A grade and IMERT Management College has received A+ grade from NAAC. MMM Pharmacy College is NBA accredited and also awarded with Platinum status by AICTE-CII Survey.

MMCOA was the first education institute established under the MMM trust in 1985. MMCOA was the first unaided Architecture college in Pune and offers five years full time bachelors degree in architecture, affiliated to SPPU and approved by COA and AICTE. MMCOA has a legacy of 35 years of architecture education.

MMCOA is situated in the heart of Pune city with a convenient and prime location at Deccan area. There are many other prestigious educational institutes in and around this area with a thriving educational environment and all amenities and facilities. This area is always full of young students with dreams in their eyes and ambitions in their demeanor.

MMCOA focuses on imparting quality architecture education by providing a conducive environment with state of the art infrastructure to every individual studying at MMCOA. We believe in the holistic development of the student rather than text-book learning. A graduate of MMCOA is equipped with the required skills to work with a professional firm, start their own architectural practice or pursue higher education in the related area of their interest. MMCOA has a large alumni base who are successful in their own careers and well-known in the field.

#### *Vision:*

#### VISION

*"The welfare of the society by inspiring the youth to contribute through excellence in architecture and technology, as knowledgeable professionals."*

This vision of Marathwada Mitra Mandal's College of Architecture, is in harmony with the vision of the parent institution Marathwada Mitra Mandal, located in Pune. The motto of the MMM trust is "Welfare of Masses", where we strive to serve the underprivileged in the society, especially students with their education, in terms of giving them educational facilities and concessions in the fees. We educate and sensitise the budding professionals in college of architecture, to serve the society in the area of design and the built environment. We conduct many awareness programs and interactions with social organizations which inspire the youth to contribute to the best of their ability in their chosen field of architecture and technology. The parent body has been recognised and honoured by many social organizations for their good work for students.

### ***Mission:***

### **MISSION**

*The mission is to:*

- Sensitize young talent to address societal concerns by creating opportunities for learning*
- Follow quest for excellence through research and academics*
- Accentuate the legacy of ethics and values through Architectural studies*

The faculty is made aware of the objective "*Welfare of Masses*", of the parent body Marathwada Mitra Mandal by the office holders when they join the institute as a faculty. The faculty translates this objective in the curricular and co-curricular activities while designing the projects and assignments. The students are taken for the site visits and settlement studies to make them aware of the actual living conditions of their built environments and are asked to design architectural interventions based on their studies and understanding of the requirements. This is done from the first to the final year, where students strive to make a positive difference in their immediate surroundings as well as outside their familiar zones for the underprivileged of the society.

The profession of architecture is a mix of creativity and technology. We aim for excellence in academics and in turn, profession, where research plays a great role. Any new design project demands social and technical research in terms of design interventions and technical implementation of the same. We at MMCOA promote excellence through research from very first year in all the academic areas of Design, Technology and Humanities.

Professional ethics and values have always been an essential part of architectural studies. Inclusion of the subjects such as Fundamental of Architecture and Professional Practice helps the formal education. Regular interactions with professionals from the practice of built environment, art, law, building construction, psychology and various other fields also helps the students to understand different aspects of ethics and values.

### **SWOC**

#### ***Institutional Strength :***

#### **Institutional Strength**

- A constituent of the Marathwada Mitra Mandal Trust having a legacy of 52 years in education.

- Value based governance. Visionary and self-less management team.
- Strong financial position and support of Marathwada Mitra Mandal Trust.
- Long standing of 35 years of MMCOA.
- Qualified, competent and experienced core and visiting faculty members and committed non-teaching staff.
- Centrally Located Institute with easy accessibility to various events and activities as well as excellent connectivity.
- Up-to-date physical infrastructure and all the other support facilities.
- Provision of lush green campus with ample parking space.
- Convenient location for University curricular Meetings, Board Of Studies meetings, NATA Exam Centre, Facilitation center for graduate and post-graduate degree courses etc.
- Dedication to overall development of students pertaining to motto of the trust “Welfare of Masses”
- Good infrastructure facilities including well equipped classrooms, studios, seminar halls and workshops.
- Experienced and Devoted Faculty -Academicians and Professionals of diverse and specialized fields.
- Record, Storage and Availability of Old Books of well-known authors in the library
- Conducive learning environment with student-centric methodology.
- ‘SAMVAD’- Guest lecture Series representing as Best Practice of Industry-Academia Interface.
- ICT based classrooms and studios for effective teaching-learning.
- Courses on add-on technical and soft skills as per industry requirements such Autodesk and Pottery workshop etc.
- Students’ services in various social activities and programs such as ‘Lek Vachwa’, ‘Swachh Bharat Abhiyan’, ‘Traffic Awareness’, Environmental awareness, E-Waste, women welfare, beautification of walls (public spaces) in Pune, poster competition on Gandhi Jayanti etc.
- Encouraging and supportive management for fulfilling vision of the institution.

### ***Institutional Weakness :***

#### **Institutional Weakness**

- Less number of research and book publications by faculty.
- Limited number of active research participation in international seminars and conferences.
- Limited number of consultancy activities.
- Lack of foreign University collaborations for exchange opportunities for students and faculty.

### ***Institutional Opportunity :***

#### **Institutional Opportunity**

- Promotion in increasing the number of research seminars and symposiums.
- Research publications in indexed national and international journals
- Student Collaboration with construction and allied industries, professionals and private architecture firms, government and non-government agencies.
- Stronger networking with alumni to improve the academic and placement activities
- Aim to start post-graduate programs in architecture

### ***Institutional Challenge :***

#### **Institutional Challenge**

- Promote and enhance the placement in government organizations.
- Adopt the fast changing world with professional and technological changes.

## **Criteria wise Summary**

### ***Curricular Aspects :***

Marathawada Mitra Mandal's College of Architecture effectively delivers the curriculum prescribed and monitored by affiliated bodies. For effective delivery of curriculum, the academic planning is supplemented with various innovative methods integrated with theory and studios horizontally with other courses. Effective curriculum delivery is achieved through lectures, interactive sessions, value added seminars through "SAMWAD" sessions. Group discussions, debates, and Settlement study, site visits, interaction with jurors are some tools adhered to by the institution for fostering quality learning. Curriculum delivery is consistently supervised by the Principal and academic coordinator. For academic year 2018-19 Internal Quality Assurance Cell was formed to take over the same. Vigilant Principal, team of dedicated teachers and non-teaching staff cumulatively facilitate the academic progression of the student.

The institution has formal and informal mechanism to collect feedback from its stakeholders. The collected feedback goes through the well-defined procedures of critical evaluation and further recommendations are implemented. The institution conducts various activities such as celebration of Human Rights, workshops etc. to create awareness among students about issues such as gender sensitization, human rights etc. The college organizes career guidance and counseling sessions for improvement and wellbeing of student. To give hands-on training to students, the practical training of is mandatory under the guidance of experts and professionals approved by Council of Architecture helps in understanding Architect's office management and learn about the process of design, execution and management of a project.

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

Teaching, Learning, Evaluation is an important aspect of the schooling in the institute. The institute gives critical attention to the teaching learning process. The institute runs the Savitribai Phule Pune University (SPPU) syllabus and course outlines within the prescribed academic year schedule. All the enrollment of the students is as per the sanctioned intake and through the admission procedures conducted by the state government and national level test every year and include seats reserved for various reservation categories. Programs and all assignments cater to diverse learning levels of the students. Student to full time faculty ratio has been maintained as prescribed by the Council of Architecture. The teaching learning process is through student centric methods and participatory learning methodologies. All assignments are aimed for cooperative and interactive learning through group work, data collection, measure drawings, presentations, site visits and study tours. All teachers use information and communication technology and e-learning resources effectively for teaching and communication with faculty and students. Academic planner prepared by the faculty every year shows the planned academic weeks, co-curricular and extracurricular activities. An excellent ratio of faculty as mentor to students is maintained for academic and stress related issues. The college encourages faculty to attend seminars, participate in workshops and publish research papers. Fair and transparent methods are carried out for assessment and evaluation of student work. SPPU's rules and schedules are followed to conduct In-Sem and End-Sem exams. Good academic results initiates' excellent placement record with good number of students pursuing higher education both in India and overseas.

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

Research is an integral part of education. To promote research, college has set up a 'Research and Development cell' for transfer of knowledge. The Principal, senior faculty members, guest lecturers guide faculty and students regarding research methodology and methods through this cell. The Research & Development Cell encourages and guides faculty to write Research papers. Many faculty members have published and presented their Research papers in various National, International, refereed journals, conferences. The students of Fourth and Final Year are extensively involved in research activities like Dissertation and Thesis. MMCOA organizes various seminars, conferences, workshops, guest lectures on yoga, road safety, helmet awareness, personality development, sexual harassment etc, for all students through its ongoing activity 'SAMWAD', which is a dialogue between the students and professionals. Currently the institution has five Ph.D. holders and two faculty members are pursuing Ph.D. from renowned Universities. The institution carries out Research based settlement study tours every year. Also site visits are conducted every year for all the students to gain on-site practical experience. Architectural Design programs (briefs) are prepared to cater societal concerns. Extension activities such as Blood Donation, 'LekVachwa', 'Swachh Bharat Abhiyan', 'Traffic Awareness', Environmental awareness, E-Waste, women welfare, beautification of walls (public spaces) in Pune, poster competition on Gandhi Jayanti etc. are carried out to sensitize students to social issues and inculcate human values among the students. The institution organizes hands on workshops like pottery workshop for skill development. Memorandum of Understanding with 'Autodesk' for developing software skills and creating opportunities for employment are organized for students.

### ***Infrastructure and Learning Resources :***

The institution provides state of art infrastructure which augments learning and promotes good teaching and learning environment. The institution infrastructure is as per AICTE, Council of Architecture (COA) and Savitribai Phule Pune University (SPPU) norms. Located in the heart of the city, the campus is spread over a lush green area of four acres with a built up area of 26,430 sq.m. The institution has well equipped ICT enabled classrooms, studios and seminar halls with power backup for conducting workshops, seminars and guest lectures. Along with academic facilities, the institution also has adequate infrastructure for outdoor sports and indoor games and extra -curricular activities. A well-equipped gymnasium and a yoga room are also available for use by students and faculty. The institution has a well-equipped library with over 6000 books and journals for students and staff and is managed by ILMS software. Along with books and journals, the library has a good collection of e-journals, e-books, rare books and manuscripts. The institution has good IT infrastructure which includes computers, CCTV cameras, and photocopier machine other supporting computing facilities for students and faculty. All the computers have licensed software which are frequently updated as per academic requirements. The institution has a lease line of 50 mbps which provides internet connectivity to the campus. The entire campus along with physical, academic and support facilities are periodically maintained for use by staff and students.

### ***Student Support and Progression :***

Some students are benefited by scholarships and free-ships provided by the Government but students who due to financial issues cannot pay their fees, these students at institution level have been given a concession in admission fees to support their education. The architectural course is structured to give the students exposure and ability to explore the world of actual construction through series of practical aspects such as case studies, site visits and study tours as well as actual deliverance to develop the quality of leadership and communication skills. In this regard Marathwada Mitra Mandal's College of Architecture (MMCOA), Pune has constituted a system for arranging expert lectures and seminars, on various topics such as soft skill development, personality development, workshops and do-it-yourself exercises along with various other courses such as technical communication. MMCOA organizes lectures related to career counselling such as guidance for competitive examinations and international education. As part of the education MMCOA also arranges vocational training and education in sync with architectural course program to provide minimum skills so that they could enter the

employment sector. The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. Being active is important for our mental and physical health in this regard the students participate in inter-college, intra-college sports and cultural activities such as Enthusia, Jallosh, Shear Force, Maidan -e -Jung, etc. The annual cultural event takes place in the second term of the academic year where the students participate enthusiastically. Once the students complete formal education at MMCOA they are placed at professional set-ups. Some of them start their own practice immediately and some of them go in for higher studies in India and abroad. Alumni also contribute as core-faculty members, visiting faculty members, jurors and guests of events at the college.

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

The entire functioning of Institute, The Students, Teaching, Non-teaching staff, Head of Departments, Academic Coordinator, Principal, Management, Stake Holders are responsible for the achievement of the Vision and Mission of the institute. The Institution practices decentralization and participative management by appointing the Principal as in-charge of all the Academic and Administrative activities of the college, who guides the rest of the team in a systematic manner. To maintain transparency in the work culture of the institute, meetings are conducted periodically. The Academic monitoring committee along with the Internal quality assurance cell (IQAC) ensures the quality of the institution through the reviewing system. The entire functioning of the college Academic, Cocurricular and Extracurricular activities takes place through the various committees and portfolios which are headed by the faculty members and Administrative staff. The IQAC conducts the feedback system of teaching and non-teaching staff and submits report to the Principal for the performance appraisal system. The Academic monitoring committee along with the Internal quality assurance cell (IQAC) ensures the quality of the institution through the reviewing system. Various e-governing methods and ICT tools are used by the Institute, at various levels of teaching, learning, planning and administration and student services. For the income and expenditure of the institution, Internal and external audits are conducted regularly. The institute has effective welfare measures for the teaching and nonteaching staff, and they are encouraged to attend various seminar conferences and workshops for their self-development.

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

MMCOA is committed to imparting the best institutional values & practices and value based education. The institution is committed to educate and encourage students about sustainable development and engagement to social and environmental issues are very evident. The Institution facilitates differently-abled by availing of physical facilities, provision of lifts, ramp, Braille software/facilities and rest rooms. The institute has channelized communication between students and leading professionals through SAMWAD where gender equity and sensitivity through various gender equity programmes with national values and communal harmony are conducted, also exposure in the areas of Design, construction practices, building services are delivered to the students to create an atmosphere that is conducive to self-realization and self-evolution. The institution takes initiative in designing the Architectural design projects based on social issues. Over the years the institute has evolved philosophy of architecture education and appointed internationally renowned Architectural firm of Christopher Beninnger who helped refining academic approach towards three verticals of Design, Technology and Humanities as broader areas of architecture education.

### **Profile**

**BASIC INFORMATION**

<b>Name and Address of the College</b>	
Name	MARATHWADA MITRA MANDAL'S COLLEGE OF ARCHITECTURE
Address	MARATHWADA MITRA MANDAL COLLEGE OF ARCHITECTURE, 302/A DECCAN GYMKHANA
City	Pune
State	Maharashtra
Pin	411004
Website	<a href="http://www.mmcoa.edu.in">www.mmcoa.edu.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	Ujjwala Palsuley	020-25652689	9730756557	020-25655599	principal@mmcoa.edu.in
IQAC / CIQA coordinator	Ujjwala Palsuley	020-25665320	9730756557	020-65232328	ujjwala.mmca@gmail.com

<b>Status of the Institution</b>	
Institution Status	Private

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>
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Date of establishment of the college		08-08-1985		
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
COA	<a href="#">View Document</a>	15-05-2019	24	
AICTE	<a href="#">View Document</a>	10-04-2019	12	
<b>Details of autonomy</b>				
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?		No		
<b>Recognitions</b>				
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?		No		
Is the College recognized for its performance by any other governmental agency?		No		
<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location *</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	MARATHWADA MITRA MANDAL COLLEGE OF ARCHITECTURE, 302/A DECCAN GYMKHANA	Urban	2.6	4600

## ACADEMIC INFORMATION

Details of Programs Offered by the College (Give Data for Current Academic year)						
Program Level	Name of Program/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch,Architecture	0	HSC	English	80	80

### 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	0				1				3			
Recruited	0	0	0	0	0	1	0	1	0	3	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				4				15			
Recruited	0	2	0	2	3	1	0	4	4	11	0	15
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				10
Recruited	4	4	0	8
Yet to Recruit				2

#### 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				2

Management/Society or Other Authorized Bodies				
Recruited	2	0	0	2
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	3	1	0	4	10	0	19

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Details of Visting/Guest Faculties										
Number of Visiting/Guest Faculty engaged with the college?				Male	Female	Others	Total			
				10	5	0	15			

Provide the Following Details of Students Enrolled in the College During the Current Academic Year										
Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total				
UG	Male	112	9	0	0	121				

	Female	159	4	0	0	163
	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	2	0	5	3
	Female	0	1	3	5
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1	5	7	11
	Female	6	5	0	8
	Others	0	0	11	0
General	Male	9	12	22	17
	Female	9	6	29	32
	Others	0	0	0	0
Others	Male	2	0	2	3
	Female	2	0	1	1
	Others	0	0	0	0
Total		32	30	80	80

**Provide the Following Details**

Number of Programs	Self-financed Programs offered	New Programs introduced during the last five years
	1	0

**Provide the Following Details**

Unit Cost of Education	Including Salary Component	Excluding Salary Component
118321.38	33603271	8673254

**QIF**
**1. Curricular Aspects**
**1.1 Curricular Planning and Implementation**
**1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process**

**Answer:**

Marathwada Mitra Mandal's College of Architecture was the first unaided Institute under Savitribai Phule Pune University (SPPU) in the city to provide education in Bachelor of Architecture (B.Arch) which has shouldered the responsibility of curriculum delivery through a very well planned and documentation process.

Academic Calendar is notified by the university at the beginning of each academic year, including holidays and exam schedules for in-semester and end-semester exams for each relevant ongoing syllabus pattern (2008 and 2015 pattern). In our academic coordination meetings held before the beginning of the academic year, all the faculty members are briefed regarding the schedule declared by the university. Academic coordinator prepares the Institute time-table considering the holidays, examinations and all the curricular and extra-curricular events, in accordance with the university schedule. The faculty is allocated various subjects depending on their expertise and curriculum requirements.

Then the faculty teams including both core and visiting faculty receive the time table and the work load and they discuss the preparation and finalization of the session plans based on the university syllabus for the various subjects. Then the lesson plans are finalized in concurrence with both visiting and core faculty members. Teaching schedules and deadline for submissions are planned in such a way that the students get adequate time for completion of their work. The institute Academic calendar is also subsequently revised in consultation with all the faculty members and if there are any appropriate suggestions, the changes are made accordingly in the schedule.

The lesson plans of each subject, are notified to the students at the beginning of the semester and the entire schedule is explained. Further, to ensure the effective and timely delivery of all the planned lessons, weekly completion records are kept in the subject files and reviewed periodically by the class coordinators and the academic coordinator. If there are unplanned holidays declared/taken due to some unforeseen reasons, the make-up classes are arranged to cover up the lost time of those subjects and the students are communicated properly through the notice on the institute notice board, emails and other digital forms of communication to make sure that they attend these classes.

Students' attendance and the performance is recorded for each subject separately and reviewed periodically by the subject teachers, class coordinators and the academic coordinator. If found not satisfactory, the students and their parents are communicated accordingly and are guided by the teacher mentors to do prompt submissions and upgrade their performance respectively. Regular feedback is taken from the students, parents, teachers and examiners to ensure that the curriculum is delivered effectively.

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

### ***1.1.2 Number of certificate/diploma program introduced during the last five years***

#### **Answer: 2**

#### **1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

#### **Answer:**

2018-19   2017-18   2016-17   2015-16   2014-15

0            0            0            0            2

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

***1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years***

**Answer:** 5.15

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

Answer:

2018-19    2017-18    2016-17    2015-16    2014-15  
1            0            0            0            0

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

**1.2 Academic Flexibility**

***1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years***

**Answer:** 52.73

1.2.1.1 How many new courses are introduced within the last five years

Answer: 58

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

***1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented***

**Answer:** 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Answer: 1

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**

**Answer:** 56.88

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
202	123	74	62	146

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3 Curriculum Enrichment**

**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum**

**Answer:**

Marathwada Mitra Mandal was established with the objective of "**Welfare of masses**". MMCOA has been religiously imbibing these core values of the trust and imparting welfare and the true spirit of the term to all its stakeholders. Issues of gender equity, environmental awareness and sustainable practices, human values and professional ethics are immaculately observed and practiced by the institute on a continuous basis without discrimination or any other reservations.

**GENDER EQUITY**

MMCOA is a co-education institute where genders are equally treated and educated. In all the activities, boys and girls participate with equal enthusiasm. Architecture is a gender-neutral profession and all the students are encouraged to work in teams during the design projects, site visits, study tours and group works in all the subjects. Special care is always taken to address specific needs of girl students during all the activities. Academic activities and projects are also planned with no gender bias so as to encourage their inherent potential, and enhance sensitivity to the opposite gender and ultimately attain gender equity status in the institute.

**ENVIRONMENTAND SUSTAINABILITY**

Environmental awareness and sustainable practices are of utmost importance in architecture education. Courses such as Climatology and Architectural Design projects are given special attention with effective mentoring, professional guidance by the teachers and design experts. Issues such as Rainwater harvesting, Sewage Treatment Plants, understanding and use of solar, wind and alternative energy sources in the design

process is given significant coverage and attention. The research and use of alternative materials and technologies are encouraged and appreciated. Soft boards for the displays are used and placed in corridors and studios are made of recycled plastic materials.

## HUMAN VALUES

Human values are imbibed in the students from the very top of the organization. The MMM trust and the Executive President and all its members are actively involved in the social and welfare activities on a much larger scale and have won many recognitions, accolades and awards over the past few decades.

We involve our students in the projects related to Public toilets, Women welfare centers, Student hostels, Primary Schools and Hospitals. We also incorporate universal accessibility in the design preambles so that the issues of disability are accommodated and awareness is created among students. We also include poster competitions on important topics such as Save the girl child, anti-smoking, traffic rules, anti-dowry practices and many such issues.

## PROFESSIONAL ETHICS

Professional ethics is an important subject in the architecture curriculum with subjects such as Practical Training and Professional Practice at the fourth and fifth year of curriculum. Council of Architecture has published a code of conduct for the qualified practicing Architects. At our institute a lot of focus and stress is given towards promotion of a professional ethical culture both among the students as well as the faculty members. The institute also very religiously follows all the norms prescribed by the council of architecture's code of conduct for practicing architects.

File Description	Document
Any Additional Information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Answer: 6**

#### 1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Answer: 06

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Answer: 95.07**

#### 1.3.3.1 Number of students undertaking field projects or internships



Answer: 270

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

## 1.4 Feedback System

### 1.4.1 Structured feedback received from

*1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise*

**Answer:** A. Any 4 of the above

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

### 1.4.2 Feedback processes of the institution may be classified as follows:

**Answer:** C. Feedback collected and analysed

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

## 2. Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Answer:** 1.23

2.1.1.1 Number of students from other states and countries year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
03	04	03	00	03

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.1.2 Average Enrollment percentage***(Average of last five years)***Answer:** 90.42

2.1.2.1 Number of students admitted year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
81	79	80	30	32

2.1.2.2 Number of sanctioned seats year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
81	80	80	30	60

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

**2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years****Answer:** 70.33

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
29	27	26	12	10

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

**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Answer:**

Admission process to the first year is done by the Directorate of Technical Education (DTE) centrally. When the institute gets the list of admitted students, they are divided in two divisions, irrespective of their learning

levels. At this stage, the reference point for the divisions is only the merit list ranking instead of slow and advanced learners' learning levels. Institute organizes the Orientation Program for the newly admitted students and their parents to give them a broader perspective of the education in Architecture and future perspectives. In the first week, assignments are planned for all the students to review their abilities and skill levels in various activities such as t-shirt painting, face painting, poster making, model making, dress making with newspapers, drama skits, best out of waste exercises and sketching. At the end of the orientation week, these activities are reviewed and analysed by the faculty to assess the levels of understanding and skills for each student. Their work is exhibited for their parents, other students and faculty members. The slow learners and advance learners are identified in the process. Then all the students are assigned a faculty mentor to help them with academics and interpersonal issues if any.

Ability levels of students are considered while planning the assignments, lectures and workshops for students. Architecture being a multifaceted field, the grasping of the student varies subject wise, however the students' progress of Architectural Design helps to understand the students' strengths and weaknesses in various subjects. Assignments are given to the students to enhance their creativity and gradually empowering them to approaches of Architectural Design. The ability of slow and advanced learners for addressing the class room assignments is assessed during the classes and all the required help and mentoring is provided one-on-one by the faculty members.

Study tours are organized to understand the regional context, settlement pattern, context of the built fabric, building typology and its impact on the building design, technology and socio-cultural aspects. The student groups are created on the basis of skills of the student, their ability and the tasks to be performed during study tour. The mixed group of a faculty member, slow learners and advanced learners symbiotically help the advanced learners to motivate and include the slow learners.

The progressive application of the knowledge gained from the subjects leads to the outputs students produce. Hence, these students are encouraged for the interdisciplinary inputs in the assignments and broaden their perspective through interactive sessions during design and construction studios which encourage and support the slow learners with help of brainstorming sessions in the class, participatory assignments, site visits and measured drawings.

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

### **2.2.2 Student - Full time teacher ratio**

**Answer:** 14.95

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

### **2.2.3 Percentage of differently abled students (Divyangjan) on rolls**

**Answer:** 0

#### **2.2.3.1 Number of differently abled students on rolls**

**Answer:** 0

File Description	Document
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## 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

#### Answer:

Architecture education is a classic example of cohesive pedagogy which include experiential learning and participative learning with a focus on problem solving. It is very difficult to separate these methodologies for particular subjects because almost all the subjects are taught in a combination of all three methodologies. In Architecture education, with multi-disciplinary focus, variety of subjects and focus areas such as Design, Construction, Theory of Structure, Landscaping, Interior Design, Digital Architecture and Urban Design, are introduced during the course of education. The assessment is based on the studio work, presentation and participation of the students during the coursework.

**EXPERIENTIAL LEARNING:**Experiential learning is an important component of architecture education. Students learn various subjects like building technology, building services, architectural design, and history through site visits and study tours where they visit the buildings in a particular architectural, regional or historical context and study it in detail. They take photographs and make sketches and reports. After these activities, they come back to the studios to present the project reports, group works in front of the other students and faculty members. They learn a lot from sharing their experiences with others as well.

**PARTICIPATIVE LEARNING:**The profession of architecture demands one's contribution in a collaborative environment. An architect has to work with a lot of agencies during his/her professional life. To educate the students in the similar fashion, they are given group assignments during their case studies, site visits and study tours for various subjects such as architectural design, history, building construction and building services. The groups are made considering the strengths of each student and work is divided accordingly by the faculty mentors. The students are encouraged to present and share their learning in a form of presentations, sheet displays and models in physical and digital formats, with other students, guest professionals and faculty members. A healthy interaction takes place with questions and answers between the presenters and the audience. Assessment is done by the faculty based on individual's contribution to the whole group's work. This helps them to be ready towards the profession as well.

**PROBLEM SOLVING METHODOLOGIES:**An architect creates something where none exists. It is imperative that he/she encounters a lot of problems in the process. We, as educators, prepare the students to face these challenges through assignments of design and construction in the studios, where they have to integrate and apply their knowledge of other subjects such as structural design, aesthetics and services as well. Architectural Design assignments are designed to create real life scenarios. Sometimes real projects are taken up as studio assignments where they meet real clients and potential users. They try to find the requirements and site context and constraints, by visits, documentation and measured drawings. A Design problem is generated with help of the faculty members and explained to the students. Potential solution are discussed in studio individually and freedom is given to all the students to come up with their own unique solution.

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

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Answer: 100

## 2.3.2.1 Number of teachers using ICT

Answer: 19

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and stress related issues**

Answer: 14.95

## 2.3.3.1 Number of mentors

Answer: 19

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

**2.3.4 Innovation and creativity in teaching-learning**

Answer:

As mentioned earlier, an architect creates where none exists. Innovation and Creativity is the very core of architectural education and Architectural Design being a subject where all the knowledge from other subjects supports towards making the design entirely functional, structurally sound and aesthetically pleasing. Lessons of creativity are given from the very first day to the students when they step into architecture education. The first Orientation Week introduces them to the creative world of architecture through various assignments and presentation.

At MMCOA, as part of academic reorganization activity, we have divided the curriculum in three verticals, namely, Design, Technology and Humanities. We have appointed renowned Pune based International Architect Prof. Christopher Benninger and Associates as our Academic Advisors. All the session plans and teaching methodologies are discussed with Prof. Benninger and all the faculty members in conjunction with these three verticals and their interface with each other.

Design	Technology	Humanities
Basic Design	Building Technology and Materials	History of Architecture
Architectural Design	Building Services	Contemporary Architecture
Landscape Architecture	Digital Architecture	Humanities
Urban Design	Surveying & Leveling	Climatology

### Innovative Teaching- learning:

- Academic assignments are based on real social needs and current architectural projects for students to bring about relevant creative and innovate design solutions.
- Design assignments are based on study tours conducted to various places where students study settlement patterns and identify a suitable site location for the proposed need based design programme. Design solutions are presented to the real clients or agencies in the form of potential proposal.
- Various concepts are taught through innovative methods such as workshop-exercise on tensile structures, hands-on workshops, role-play workshops, skits, pottery workshop. Experiential learning is executed through Heritage walks, measured drawings and documentation of traditional construction technology for the subject of History.
- Teaching-learning focuses on variety of problem solving methodologies like brainstorming and mind mapping. The students apply these techniques in their studies.
- Alumni are encouraged to interact with the students to provide them valuable insights on the design process.

### Creativity in teaching learning:

- The subjects are taught in creative manner so that the linkages of other subjects can be derived by the students. The concept taught in theory of structures is taken forward in the Building Technology and model making technique learned in the workshop subject is applied to create scale models to understand the principles taught. These activities enhance the participative learning of the students. The students also research on the topic and write about it in journals along with drafting it on the sheets for the details.
- Subject of Design and Humanities are taught through the experiential learning while participating in the site visits, study tours and discussions with the professionals. This gives them a chance to understand the community needs and arrive at the design solutions to the architectural needs.

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

### 2.4 Teacher Profile and Quality

#### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Answer:** 119.36

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Answer:** 2.11

##### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	00	00	0

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **2.4.3 Teaching experience per full time teacher in number of years**

**Answer:** 5.16

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

Answer: 98

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

### **2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**

**Answer:** 5.15

#### **2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
01	00	00	00	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**

**Answer:** 11.48

#### **2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	1	1	1

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

#### Answer:

Continuous Internal Evolution is an integral part of the Academic systems of MMCOA. This evaluation is done periodically based on the scope, extent and requirement of the subjects. The students are evaluated for the academic activities such as sessional assessment, juries, vivas, study tours, site visits, communication skills, presentations, drawings, journals, models and also their participation in the discussions. The assessment is conveyed to the student for further improvements.

The Subject teachers prepare 16 week teaching plan for each term, which includes progressive marking of each assignment, periodic evaluation system, (i.e. 4th, 8th and 12th Week evaluation of all the assignments given in that duration) and final evaluation.

Parameters of the assessment are decided on the basis of output expected. Evaluation of students work such as journal, Reports, Portfolios, models and other reports if any like market survey, case studies etc. is done at intervals such as 4th, 8th, 12th week which also ensures that the students cope up in case with the current status of the work. Assessment is recorded in the form of marks, grades and remarks. This is followed by final evaluation of the entire term which is compiled taking into consideration the attendance, progressive marking and final output.

Performance of the student is communicated to the parents based on quarterly reports (4th, 8th and 12th week).

Periodic juries and presentations of the students' work are conducted in Institute where the external jury member from the field of architecture assesses them.

#### Reforms-

The format for evaluation of students' work has been improvised over these years. Subject teachers prepare 16week teaching plan as per SPPU's Academic Calendar, which incorporates quarterly evaluation system.

Earlier this evaluation used to take place in 5th, 10th and 15th week. It was observed that the students could not comply with the feedback as it is a 16 week term. The feedback sent to parents after the 15th week was towards the term end, giving less chance for improvement. Hence, the evaluation timelines were modified.

The deadlines for evaluating students' work such as journal, reports, market surveys, models and portfolios are revised to be evaluated every 4th, 8th, 12th followed by final evaluation of the entire term on 16th Week. Due to this reform, students get fair chance to complete the assignments and improve the quality of work. The new system ensures that feedback reaches the parents in time.

Midterm submissions are also introduced after the 8th week to assess students' work at the mid of the academic term. This has helped students to cope up with the work and ease out the workload for the remaining term. The work is assessed on the basis of completion and quality of work.



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

### ***2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety***

#### **Answer:**

Institute ensures a transparent and regular internal assessment in the following manner:

At the beginning of each academic year, a sixteen weeks calendar for each term is prepared.

A compilation of academic calendar, subject syllabus, assignment briefs, submission schedule, submissions requirement are displayed on the notice board and shared with students.

Weekly time-table is displayed on notice board and sent to students through e-mails.

The teaching plan for each subject is prepared by the subject teacher and clearly indicates the dates and schedule of assessment during 4th week, 8th week, 12th week and 16th week, In-Sem exam and final term assessment schedule. Complete transparency is maintained for all the subject assignments and communicated to the students and parents during 4th, 8th, 12th and 16th week. During parent -teachers meet, the performance of the students is shared with the parent.

The mid-term submissions are taken in the 8th week, which is informed to the students in advance and their work is assessed. All the notices related to assessment schedules are timely conveyed to the students. This is displayed on the notice board as well as sent to students. Assignment details such as content, submission format, learning outcome and assessment criteria are informed to students at the start of every assignment. Regular reminders for submissions are conveyed to students.

Summer assignments for Design subject are given to the students to prepare for the next academic year. Stage wise assessments of all assignments are done as per the schedule and conveyed to students. Corrections and suggestions are written on the sheets or journals or otherwise communicated to the students during discussions. Internal assessment is carried out on the basis of assignments, tutorials, class tests, participation in site visits, study tour group activities, attendance records, presentation juries and discussions.

Counseling of students is conducted as and when required by subject teachers, class coordinators, counselors, mentor faculty, year coordinators, academic coordinator and the Principal. The marks obtained by the students at various internal assessments are communicated to the parents of the defaulter students.

Another aspect of assessment is the viva and visual presentation which is being assessed with the help of criteria defined for the assignment and by the group of examiners as jury members for complete transparency and to minimize subjectiveness.

Sufficient time is given to the students to complete the tasks. Complete transparency is maintained in the submission and assessment schedule. This in turn helps students to manage their time in a better way.

Interaction amongst the mentor faculty maintains the transparency of students' performance.

Examination time table is displayed on the notice board.

Declaration of Examination results is communicated to the students.

Assessment at pre-final and final stages is done and improvement areas and feedback are conveyed to the students.

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

### ***2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient***

#### **Answer:**

As required by SPPU, MMCOA has a College Examination Officer (CEO) to handle all matters related to SPPU examination process. Issues related to request for photocopy of answer sheets, revaluation are handled by the CEO in a time bound and efficient manner as per the guidelines and timelines conveyed by SPPU from time to time.

**Policy:** MMCOA has a written policy and mechanism in place, to deal with students' grievances related to examination. Responsibility and process in this regard is clearly defined and guidelines made available to all concerned. A review meeting is conducted to ensure the timely and efficient dealing in the matters of examination related grievances of students.

**Responsibility:** CEO is responsible for resolution of all examination related grievances of the students. CEO performs taking into account Institute's stated policy, and university guidelines / requirements in this regard. CEO takes the students in confidence and divulges necessary information to the concerned students, in order to resolve the issue transparently and satisfactorily. CEO handles the grievances with top priority to achieve the solution at earliest possible time. CEO reports to and keeps informed the examination committee, regarding all issues related to examination and students grievances. He is empowered and guided by the Institute Director.

CEO addresses the students to introduce the examination process, during the orientation

programme. There after CEO is available for students regarding any query or need of information, regarding conduct of examination and grievance handling process. CEO maintains records and documents of student's examination related grievances and makes the same available to authority whenever required.

**Mechanism:** Aggrieved student approaches CEO and submits his grievance in writing. CEO, upon receiving such a grievance tries to resolve the same within 2 working days time. If assistance or input from any of the agency mentioned above is necessary, he refers them, or examination committee or its members within 3 working days of receiving the grievance. The CEO/examination committee decides course of action or resolves any grievance referred to it within 7 working days from its receipt.

The CEO acts as a link between university authorities and aggravated student or the institute, where it is necessary. In case the grievance is related to University Examination Department, student is informed and necessary applications are called from student and the follow up is done with the University Examination Department.

Depending on the nature and urgency of the application, the matter is expedited at every level, so as to minimize inconvenience or loss to the aggrieving student. The student is apprised of status of his application. Aggrieved student can appeal to the Principal in writing, for an amicable solution, in case he/she is not satisfied. Every semester College Examination Committee conducts review.

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

#### ***2.5.4 The institution adheres to the academic calendar for the conduct of CIE***

##### **Answer:**

Before commencement of the Academic term, Academic calendar is created. While preparing the academic calendar, the weeks dedicated for various activities considered to avoid any loss of academic sessions. The calendar also includes the deadlines of submissions, intermediate juries, and periodic assessments, mid-term, pre-final and final submissions. This calendar is followed by all the teachers to generate the teaching plans, schedule the assignments, duration and planning of study tours, juries of the subjects, site visits, case studies for the projects, subject specific guest lectures. Each subject teacher prepares the teaching plans with reference to the academic calendar, time table and submits to the Head of the Department (HOD)/ Year coordinators who in turn makes sure to avoid any overlaps of the submissions, site visits and juries.

The Academic calendar is displayed and circulated to all the faculty members, administrative staff for their reference. Unless otherwise critical, the academic calendar is followed all throughout the year without any changes. In case of any change in the schedule which affects the academic calendar are communicated to the team and amendments are done with the approval from the academic coordinator and the Principal. Any additional unforeseen activities, if emerge during the academic term are accommodated and necessary changes in the schedule are done; if required.

The changes in academic calendar could be seen in the situations of study tour where the dates are dependent of the availability of the flight and train reservations and accommodation for the students. However, the academic calendar shows the tentative week so that the preparations in advance can be planned to avoid any loss of academic sessions.

Site visits, if rescheduled due to sudden unavailability of the resource person or any unavoidable circumstances, are accommodated. Teaching plans are generated based on the dates of commencement of the term given in the academic calendar. The teaching plan includes the sessions to be taken per week for the assigned subject, content of the session, schedule of submissions, the topic where the submission are required, holidays in between the academic term to make sure that the syllabus is complete within given timelines.

Submission schedules are conveyed to the students as per the teaching plans. The deadlines are monitored.

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

#### **2.6 Student Performance and Learning Outcomes**

##### ***2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students***

##### **Answer:**

Architectural program curriculum covers integrated courses to attain progressive outcomes. The various subjects fall under three major components such as Design, Humanities and Technology. The course focuses

to develop the design ability, impart knowledge about various aspects of architecture and develop various skill sets.

## **Design**

Design thinking is evolved through acquiring, assimilating and applying the multi-disciplinary information. Subjects such as Basic Design, Architectural Design, Architectural Project, Landscape Design, Urban Design and Town Planning form an important design related curriculum. The design knowledge required for the execution of ideas is through linear and vertical subject linkages. Understanding of traditions, architectural heritage, landscape design, urban design and vernacular architecture is developed through an interdisciplinary knowledge approach. This enhances their understanding of architectural design holistically.

Architectural Design subject is based on the understanding of fundamentals and principles of basic design. Students learn to comprehend design as a creative process of choice making, statement of intent and relationship between design, visual arts, building construction, climatology, building materials, structure to evolve a design solution.

To develop a holistic approach, students are also exposed to coordinating various aspects of building services, parking requirements, structural grids, site investigation, environmental aspects, programme formulation and design demonstration.

## **Technology**

Subjects of Building Construction Materials and Technology, Theory of Structures, Quantity Surveying, Practical Training, Building Services, Technical Communication, Working Drawing, Architectural Drawing and Graphics, Model Making, Surveying and Leveling form the base of technical studies required for architectural education.

Emerging building technological trends and considerations are emphasized at all year wise levels of the programme.

The overall curriculum develops the students for the professional competence by making them aware of practical application by integrating the technological aspects with the real time situations.

Curriculum helps students to understand basic principles of construction and materials by developing the analytical and logical sequence of thinking.

Students learn to express various graphical projections through technical drawings.

All the subjects at primary, intermediate and advanced levels are interlinked at different stages of the programme which helps a seamless progress of the architectural education.

## **Humanities**

Subjects such as Humanities, History of Architecture, and Introduction to Architecture, Contemporary Architecture Seminar and Professional Practice form the knowledge base of Humanities towards appropriate architectural solutions. The moral responsibilities of architectural profession is imparted to students through the vernacular, semi-urban and urban scale settlement studies. Students study the impact of culture and traditional values of the built environment. Knowledge of allied fields is explored through assignments to enhance holistic understanding of human habitat. Students study the aspects of anthropology, sociology, linguistics, philosophy, history, political science and understand the connection with architecture to deal with human society, civilization and culture with reference to time, space and people.

Subjects introduce students to the study of humanities and its importance in understanding of human settlements and architecture. Curriculum encourages students to establish a critical and comprehensive

viewpoint about the contemporary trends and approaches in architectural production in terms of design, practices, its perception, appreciation and critical discourses.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### ***2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution***

#### **Answer:**

The attainment of the programme Outcomes, Program specific outcomes and course outcomes are evaluated by the institute using following parameters:

- Periodic assessment
- Drawings -Presentation drawings, Construction drawings
- Architectural design portfolios
- PowerPoint presentations of different subjects
- External Examiners appointed by SPPU
- Results
- Feedback from faculty members, Juries conducted,
- Placements

**Periodic assessment:** The assessment of the work produced by students is evaluated at intervals. The course outcomes as prescribed by Savitribai Phule Pune University (SPPU) are evaluated based on the tasks performed by the students given through the assignment briefs.

**Drawings:** Drawings is an integral part of the outcome for the program and various courses such as Architectural drawing and graphics, Building technology and materials, Building services, working drawings and Architectural design. These drawings are evaluated and checked with reference to the requirement of the course and attainment is ensured with respect to the content expected, understating reflected in the drawings and presentation.

**Architectural design portfolios:** The attainment of the Program specific outcome is dependent on the performance of the student in the course- Architectural Design. The scope of this course, spanned over First to Final year, shows the inputs from all other courses for that year. This subject clearly indicates the application of the other subjects, hence the attainment of program specific outcomes could be evidently seen in the final Architectural Design portfolio.

**PowerPoint presentations of different subjects:** Various courses require students to present their work in power point presentations. These presentations ensure the presentation skills of the students, much needed for the professional life, the knowledge of the course and programme.

**Feedback from faculty members, Juries conducted:** Institute conducts juries where faculty members, practicing architects and professionals assess students work. The feedback of these juries is given to the students for improving the performance. These intermediate juries help students to attain the require course outcome and programme specific outcomes. The final juries are conducted by SPPU.

**External Examiners appointed by SPPU:** SPPU appoints examiners for various courses for end term examinations. These examiners evaluate students work based on the Course outcome prescribed by SPPU. The evaluation and assessment by these examiners is conducted as oral examinations which is Viva-Voce and by checking the sessional work of the students. The marks given by them indicate the attainment of the programme.

**Result:** The SPPU conducts examinations at the end of each term. The external examiners are appointed for these examinations to assess the final output of the students for each Course. The results are declared by SPPU. The students' success in these examinations ensures the attainment of the program specific outcomes.

**Placements:** The attainment of the programme is manifested through the placement of the students after completing the programme. The students get placed at various architectural offices. The placement shows that the students have accomplished the desired Program outcomes and can assist the practicing architects for their work. Admission to the higher studies also established that the programme outcome is successfully accomplished.

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

### 2.6.3 Average pass percentage of Students

**Answer:** 76.92

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

**Answer:** 20

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

**Answer:** 26

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

### 2.7 Student Satisfaction Survey

#### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Answer:** 3.61

### 3. Research, Innovations and Extension

#### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry, corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Answer: 0**

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>

**3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Answer: 0**

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

Answer: 0

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Answer: 0

### **3.2 Innovation Ecosystem**

**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge**

**Answer:**

We believe that education does not happen only in the classroom. Architecture is a professional course and we believe that the students need to be given various avenues to learn. Architecture education is fundamentally very different from engineering or commerce education, hence the creative needs and methods to transfer knowledge of this ecosystem tend to be different. We have created a Design Cell to promote the architectural design activities which also acts as an interface between the academia and profession. In Samwad series, we conduct sessions including Intellectual Property rights (IPR) and other supporting topics.

Live projects are taken for Architectural Design projects to help a social organisation, where our students are able to help with creative and design solutions. Best of these solutions are shortlisted and presented before the clients by the students themselves, where they get the practical experience of doing a design project as an architect. Measured drawings of historically significant buildings are also done and presented to the owners or social organisations as the case may be.

Institute has created various avenues for transfer of knowledge for the students as well as faculty members. Knowledge is transferred through

- Series of lectures by a faculty member in class room format with support of digital aids



- One-on-one interaction takes place between the faculty and a student in a studio format, for specific creative inquiries
- Students present their work of case studies or site visit reports in a presentation format individually or in a group for other students and the teachers
- Design juries take place where a student explains his/her design to all the faculty members in the jury format
- Subject specific films and videos are shown to the students followed by a discussion
- Practicals on the field take place for the subjects like Surveying & Levelling, by taking instruments out in the field and making and documenting observations
- Subject specific learning happens by visiting outside resources such as history museum or Plumbing lab in other institutes
- Group discussions are encouraged before and during creative exercises
- Seminar format is adopted for subjects like Contemporary Architecture Seminar
- Learning through observation and documentation takes place during the site visits and study tours
- Interview format is adopted to learn from practicing architects and professionals, and also to gather knowledge from the villagers during the settlement studies during study tours
- Learning from printed resources takes place in the library where the students are allowed to sit in to refer the books or borrow them for detailed reading
- Computer lab is used for online learning, software use and making presentations
- Knowledge about our own heritage is encouraged through heritage walks
- Sketching expeditions are encouraged for enhancing observation skills
- Hands-on workshops help students to get practical knowledge of a particular skill
- Market surveys help students get the knowledge of currently used materials and their quality and costing
- "Design Master class studio" help the students to learn directly from a Master Architect who interacts with our students for an entire day

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

### ***3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years***

**Answer: 0**

#### **3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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



Any additional information

[View Document](#)**3.3 Research Publications and Awards****3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Answer:** Yes

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

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Answer:** No

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Answer:** 0

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

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

**3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Answer:** 0.31

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
---------	---------	---------	---------	---------

02 01 01 01 01

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

### 3.4 Extension Activities

#### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

##### Answer:

Marathwada Mitra Mandal's College of Architecture (MMCOA) follows the sole objective "Welfare of the masses" of the parent body. Architecture and built environment affect the society to a large extent and we at MMCOA take special efforts to make sure that our students are aware of the social issues and deal with them sensitively in their personal and professional lives. These extension and outreach activities help their holistic development as a responsible citizen.

Institute has conducted various awareness programmes in collaboration with Rotary Club which help in social awareness like Swachh Bharat Abhiyan, Save Water, Protect the Girl Child, Plant and Save Trees, Traffic Etiquettes. Guest lectures are conducted on the issues of Road and Helmet Safety, Students Safety, Solid Waste Management by SWaCHH NGO, Personality Development and Communication, Yoga Day, Declamation Competition, Sexual Harassment and Anti ragging laws, Cyber Crime and E-Waste disposal. Competitions are arranged on topics such as Public Participation in promoting integrity and eradicating corruption, Poster Making Competition on the teachings of Mahatma Gandhi for holistic development, World Literacy Day, Save the Girl Child and Anti-Smoking for sensitizing students to address social issues.

On the occasion of Independence Day in 2017, MMCOA created an open art court in the Deccan subway to inculcate a sense of pride and belonging in the heart of the citizens of Pune. The event added life, beauty and art in the regularly accessed public space by painting the walls of the underpass in collaboration with Rotary Club of Pune-NIBM and Pune Municipal Corporation's drive to celebrate the 125th year of Ganesh Utsav of Pune.

Institute in collaboration with the other institutes under the MMM umbrella, participates in many social awareness programs. MMCOA student works for a non-profit organisation called 'Tahaan' established in 2016. Aim of this organisation is to make India drought resistant. This organization puts forth innovative ideas of saving water sensitizing students towards its importance. Student also participated in social activities conducted by 'Bookwallah' - a non-profit organisation based in Chicago. The children under this project are orphans, HIV positive children, slum children, children undergoing trauma at a very young age. The story telling activity helped to widen the imagination spectrum of our students and these children.

Institute promotes constant interaction with the society which involves participation of students. It also carries out research-based study tours for the students every year. These study tours are carried out with a research approach, to understand the settlement pattern and influences of local arts, crafts, vernacular architecture, various occupations, living patterns, social, religious beliefs and lifestyles on the built form. Study also includes studying architectural streetscapes, housing typologies, construction techniques, climate response planning aspects, local materials to sensitize students to the neighbourhood community and social issues. Their academic projects in the subject of Architectural Design are based on the study carried out and proposals are presented to the respective authority if feasible.

Through these social extension activities students are sensitized to the social issues and social responsibilities.

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

**3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**

**Answer: 0**

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**

**Answer: 0**

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	0	0

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

**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Answer: 52.51**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise

during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
198	181	52	29	118

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

### 3.5 Collaboration

**3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years**

Answer: 200

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
31	30	43	63	33

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

Answer: 11

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	1	5	1

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

#### 4. Infrastructure and Learning Resources

##### 4.1 Physical Facilities

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

**Answer:**

##### Infrastructure Facilities

In any Institute, infrastructure plays a major role in the overall progress of the students and faculty members.

The Institute is situated in the prime locality of Deccan Gymkhana, Pune city with 2.63 acres of lush green campus with built-up area as per norms. The infrastructure augments learning and promotes good teaching-learning environment.

The basic objective of the institute is to impart high quality education along with educational, competitive and research-based atmosphere to the students, faculty members, administrative staff in the campus for developing cost effective and eco-friendly solution.

The Institute provides infrastructure like studios, classrooms, library, seminar halls, laboratories, workshops, construction yard and internet facilities for students and faculty members for effective teaching and learning.

- **The institute provides the following facilities as a part of their infrastructure:**
- **Studios:** The Institute has well equipped studios along with audio visual facilities.
- **Seminar hall:** The Institute has well equipped seminar halls for conducting guest lectures, interactive sessions and student activities.
- **Auditorium:** The Institute has an auditorium with adequate seating capacity with all necessary facilities.
- **Subject specific labs:** The Institute has subject-specific labs for Climatology, Surveying and Leveling with necessary instruments to carry out experiments.
- **Library:** Well-equipped library with open access system and more than 6000 books and computer facilities with Wi-Fi .
- **Computer lab:** Lab is equipped with adequate number of computer hardware, seating arrangement, relevant software and Wi-Fi facility
- **Material Museum:** To enhance the students' knowledge on materials and building services, the Institute is equipped with material museum which has a collection of material samples.
- **Construction yard:** It provides hands on experience to students in subject of Building Construction.

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

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

**Answer:****Facilities for Sports, Games and Cultural Activities**

For team-building and personality development of students, the Institute encourages students to participate in various sports and games activities in different Institutes in and outside Pune. Students regularly participate in Intercollegiate, Inter Zonal sports competitions. A team of faculty members along with Student Council members plans and executes these activities. Budgetary provisions are made available for students' activities.

- **Sports and Games:** Sports events are planned as part of the Sports and Cultural week where students of all years participate in various indoor and outdoor games. The Institute has a separate Sports committee of staff and students for conducting various sport activities. The Institute provides sports ground of other Institutes in the vicinity. The equipment required for the sports are made available.
- **Yoga Centre:** Yoga sessions are conducted on World Yoga Day for rejuvenation of staff and students.
- **Gymnasium:** A well-equipped common gymnasium is available for students and staff in the campus. They can avail these facilities as per the working hours of the gymnasium.
- **Cultural activities:** To bring out the hidden talent in students, cultural activities in the form of a Cultural event are planned in the Institute campus, which include Freshers' welcome to the incoming students, Send-off to the passing out batch, Diwali party, Guru Pournima celebration, birthdays of teaching and non-teaching staff, acknowledging students achievements in sports, cultural events and other activities. It provides fun and casual atmosphere to the students in their otherwise busy academic schedules. To promote these events, the Institute has a separate Cultural committee of staff and students for Cultural activities. A separate budget is allocated for cultural activities. Students from all years are encouraged to participate in various cultural activities and showcase their talent.
- **Exhibition:** All the corridors and studios are equipped with soft boards for displaying the students' work for exhibition and evaluation. Annual exhibition of students' work is organized once in a year in the institute premises where students exhibit their academic work and also showcase their other talents such as caricatures, poetry, paintings, crafts skills and other creative talents. A well-known guest is invited to inauguration and interaction with the students on this occasion on a creative platform.

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

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc****Answer:** 100**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Answer:** 15

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Answer:** 11.95

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
14.66	13.11	18.22	4.64	5.87

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Answer:**

#### Integrated Library Management Software for Library

Established in 1985, the library is one of the oldest and best architectural libraries in Pune.

The library has more than 6000 volumes which include text books, reference books, dictionaries, encyclopedias, code books, and data sources books along with Architectural project reports, research report, periodicals, newspapers and audio-visual materials. It is well equipped with IT facilities and Wi-Fi. Plagiarism software has been installed to help students in generating authentic research work. It has Online Public Access Catalogue(OPAC) installed to facilitate book search.

- Library automation: Library is automated using Integrated Library Management System (ILMS).
- Name of ILMS software: The library is managed by 'AutoLib NG' software.
- Nature of automation: Fully
- Version: 'Autolib NG'
- Year of automation: 2017

#### Details of ILMS software for the last 5 years

Academic year	Name of ILMS software	Nature of Automation	Version
2014-15	LibWorld	Partially	
2015-16	LibWorld	Partially	
2016-17	LibWorld	Partially	
2017-18	AutoLib NG	Fully	NG
2018-19	AutoLib NG	Fully	NG



The library is well furnished with abundant sunlight and natural ventilation. A Photocopy facility is available for the students. For smooth and efficient working of the library, Library committee has been formed. The committee implements the following significant initiatives to render the library facilities more user friendly:

1. Planning and executing procedures for smooth functioning of the library.
2. Identifying and purchasing various types of books
3. Budget allocation, policy decisions, forming rules and their implementation
4. Orientation sessions for new batch admitted in the institute
5. Awareness sessions of the OPAC, National Digital Library (NDL), K-HUB and other e-journals
6. Exhibitions of Books on the special occasions like 'World Architecture Day' and birth anniversaries of eminent architects.
7. Exhibition of New Book arrivals in the library

**ILMS Software AutoLib NG** which we purchased in 2017-18 is a totally integrated software package encompassing all aspects of library management. It is multiuser and multitasking software.

**Modules of Autolib are as follows :-**

1. **Master Setup** : New materials, new publisher, new vendors can be defined using this module., holidays can be set.
2. **Members** : Member data can be feed using this module.
3. **Acquisition** : This module is useful for acquisition process of books.
4. **Cataloguing** : Catalogue cards are generated through this module.
5. **Circulation** : This module is useful for issue / return of books to students and staff. Bar code facility for issue / return of books is available.
6. **Serial control** : This module is useful to maintain and keep record of print journals.
7. **OPAC** : User friendly search facilities of books by author, title, subject is possible using OPAC.
8. **Reports** : Various reports are generated such as accession register, daily issue / return of books, students data, etc.
9. **Import Export** : This helps you to import or export data from AutoLib database.

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

#### ***4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment***

**Answer:**

The library collection includes text books, reference books, dictionaries, encyclopedias, code books, and data sources books along with Architectural project reports, research report, periodicals, newspapers and audio-visual materials. With 6872 volumes, it has 5675 books titles and 1197 text books. Along with 11 National, 4 International and 5 E-journals subscriptions, the library also has 4 magazines and 311 selected student theses. Apart from books purchased, the library also has a collection of books and drawings donated by senior faculty members. Alumni has also added to the library collection by donating books.

Being one of the oldest library with a vast collection of books, journals and magazines, the library proudly houses some rare books which are no longer available either for sale or printing in the market.

#### **LIST OF RARE BOOKS IN THE LIBRARY**



Sr. No.	Accession No.	Name of the book/manuscript	Publisher Name	Name of Author	Number of copies	Year of Publishing
1	486	High-Rise Buildings	Printed by M/s Skyline 104 Apollo Street Bombay	Jashwant B. Mehta	1	1978
2	365	Plastering	Mir Publishers, Moscow	A. Shepeler	1	1986
3	531	Construction Technology Vol. II	Longman Scientific and Technical	C.M.H. Barritt	1	1987
4	36	Paneling, Painting and Wall Papering	Lane Publishing Co., Menlo Park, California	Suneste Book	1	1980
5	46	Global Architecture.	A.D.A. Edita, Tokyo Co. Ltd., Japan	Le Corbusier	1	1971
6	47	Global Architecture.	A.D.A. Edita, Tokyo Co. Ltd., Japan	John Portman and Associates	1	1981
7	60	Brucken Bridges	The Architectural Press Ltd., London	Leonhardt Frits	1	1982
8	61	Master Pieces of Architectural Drawing	Orbis Publishing, London	Powell Helen and Leatherbarrow David	1	1982
9	64	Monumental Art and Architecture of India	Tara Porevala, Bombay	K. Sundaram	1	1974
10	65	Architectural Practice	Butterworths, London	J.J. Scott	1	1985
11	68	Hermitage Leningrad	Newsweek, INC and Arnold Mondadori Editore, New York	Carlo Ludovico Ragglanti	1	1980
12	69	Egyptain Museum CAIRD	Optimum / Newsweek Great Museums of the World - Canada	Carlo Ludovico Ragglanti	1	1978
13	150	Swimming Pools	Doubleday and Co., New York	Jones Peter	1	1982
14	151	Urban Design As Publish Policy	Architectural Record a Mearaw - Hil Pub., New Yourk	Lindsay John.V.	1	1974
15	553	Tasures Of Taliesin Frank L'Loyd Wright	Thomas and Hudson Ltd., London	(76 Unbuilt Design) P. Feiffer	1	1987
16	576	The Architecture of Sound	The Architectural Press Ltd., London	Templeton and Peterlord	1	1986

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

**4.2.3 Does the institution have the following:**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

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

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**

**Answer:** 3.63

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
3.57	4.07	2.83	2.25	5.45

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.5 Availability of remote access to e-resources of the library**

**Answer:** Yes

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

**4.2.6 Percentage per day usage of library by teachers and students**

**Answer:** 8.91

4.2.6.1 Average number of teachers and students using library per day over last one year

Answer: 27

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

### 4.3 IT Infrastructure

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

**Answer:**

Architecture is a professional course and the students who graduate, get a registration number from the Council of Architecture, New Delhi, to practice as a professional architect. For a professional to be able to practice in the field, knowledge and skills related to Information Technology are of very high importance, considering the current developments in the field. Most of the work is done with help of digital equipment, including initial conceptual 3D visualization of a design, Conceptual drawing, Design Drawings, Working Drawings, Tender drawings, submission drawings to the local authorities for the required permissions, 3D rendered representations for clients' understanding, walk-through for real life experience. One also has to be well-versed with presentation software packages such as Power Point, In-Design, Photoshop and Corel suite. Many new open source packages are introduced every year in the market as well.

Institute provides adequate number of facilities such as Computer hardware, software, printers, scanners and wi-fi. The apex body for architecture education, Council of Architecture, India, demands that institute upgrade their IT facilities periodically. All the computer hardware and software are always upgraded as per the COA norms.

Firewall is installed on the computers suitably to avoid mis-use of the facility. Campus is fully and continuously monitored by the Close Circuit Tele Vision (CCTV) Cameras for safety and security of the students and staff. All the lecture halls and studios are equipped with audio-visual digital equipment. All the faculty members and non-teaching office staff are provided with individual computers with LAN and internet facility, printers and scanners, for effective use of teaching-learning resources. Library is fully equipped with the digital resources and required hardware for effective use. Adequate electrical connections and wi-fi speed are provided for the students who choose to use their own lap-top computers in the college premises.

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

#### 4.3.2 Student - Computer ratio

**Answer:** 5.68

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

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**Answer:** 35-50 MBPS

File Description	Document
------------------	----------

Any additional information

[View Document](#)**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Answer:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Answer:** 6.42

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

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
2.27	18.19	5.58	2.38	3.97

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

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

Systems and procedures are established for all the infrastructure facilities in the campus. Institute has formed infrastructure committee to plan, monitor and address issues related to the infrastructure. This committee regularly communicates to the management regarding the regular and additional requirements of the institute and designs, plans, estimates, procures and executes entirely with a proper and established processes and permissions from the parent body.

The entire campus is guarded at all times by the security personnel and CCTV for monitoring and guarding entry, exit, lifts, and parking areas. Students are allowed to enter the premises only with their Identification card, which are checked at the entrance gate by the security guards. Entry of any guest or visitor is monitored at the entrance by the security personnel. A separate security agency is appointed by the trust for the entire campus.

Parking areas are monitored and maintained for faculty and students' vehicles without any extra charges to the users. When the parking area is being used for a different purpose, such as student gathering, a prior notice is issued by the Central Office. "Dyaneshwar hall" is used by other institutes of the trust and is given for social causes as well as to other deserving institutes with prior permission and reservation process in the Central Office. Separate agencies are appointed for regular cleaning and maintenance of the entire campus infrastructure.

Entry in the institute is monitored at the reception and a visitor is directed to the concerned person from there. A biometric system and an attendance register are maintained daily for the faculty and staff. All administrative staff and faculty are allocated proper individual seating spaces with all the required furniture and IT infrastructure in administration and faculty room. A Dead Stock Register is maintained for all the physical assets of the institute.

All the students have individual desks with storage in their own concerned studios. Students are allowed to use the studios beyond college hours, during submissions and college events, with proper permission from the principal and security arrangements are done for the required duration for safety of the students.

An entry register is maintained for the use of computer laboratory and the facility is monitored and maintained by the lab assistant on daily basis. Separate records are kept for IT infrastructure purchases and maintenance. Regular classes for students are conducted in the computer lab for teaching software as per syllabus. Certificate courses are conducted in the lab beyond the college hours for students to learn the relevant software such as Auto CAD and Sketch up. Lab is open for students during the regular office hours and if required, beyond office hours with special permission.

For smooth functioning of the library, a Library Committee is formed which periodically looks into overall working and functioning of the library. Rules and regulations formulated by the committee help in maintaining law and order in the library and also maintenance of the books. Stock verification done annually helps in identifying the issues related to books. The librarian along with the staff frequently checks all the books for any mending or binding or replacing of worn off spine labels. Entry register monitors the entry and exit of students and staff in the library. ILMS software helps in maintaining overall records of books. An orientation program is arranged in the library for the incoming students in the beginning of the year to make them understand the available physical and digital facilities in the library. On special significant days such as World Architecture Day and birthdays of celebrated architects, a separate display is arranged in the library with related books and is communicated to all with a circular through emails and physical notes. Students are encouraged by the faculty members to refer certain books for their assignments in Design and other subjects. MMCOA library has a good collection of resources which is open for professionals and students from other institutes as well, with a special one-day membership. Many students from in and outside Pune come to the library for referring the resources and thesis records of the past students.

Special equipment such as first aid kit, measuring tapes and equipment required for subjects such as Surveying and Leveling is issued to the students and records are maintained separately. A record for use of sports' equipment is maintained separately.

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

## 5.Student Support and Progression

### 5.1 Student Support

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

**Answer:** 25.78

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
81	66	48	38	40

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years**

**Answer:** 0.43

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	1	0	0

**5.1.3 Number of capability enhancement and development schemes –**

**1. For competitive examinations**

**2. Career counselling**

**3. Soft skill development**

**4. Remedial coaching**

**5. Language lab**

**6. Bridge courses**

**7. Yoga and meditation**

**8. Personal Counselling**

**Answer:** D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Answer:** 46.11

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
142	111	114	117	0

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

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Answer:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

**Answer:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2 Student Progression**

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

**Answer:** 8.47**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
03	02	04	0	0

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Answer:** 3.85**5.2.2.1 Number of outgoing students progressing to higher education**

Answer: 01

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/ State government examinations)****Answer:** 24**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	02	04	0	0

**5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years**



Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	5	5	0	0

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

### 5.3 Student Participation and Activities

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

Answer: 0

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

**5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

Answer:

Marathwada Mitramandal's College of Architecture (MMCOA) Student Council is a representative structure through which student members work in coordination with the Principal, faculty, students and parents for the benefit of the college and students.

MMCOA is affiliated to Savitribai Phule Pune University and follows all its norms including the Student Council Elections.

Elections are held for all the posts as prescribed by the University including President, Secretary, Treasurer, Technical Head, Cultural Head, Sports Head, Exhibition, Display Head and Class Representatives. The elections are held, in the beginning of an academic year, online by sending a link to each student of the college on their mobile phones. Each student selects the nominees and the results are declared immediately.

The Student Class Representatives are responsible for coordinating and executing academic activities for various subjects with the faculty members. They are also an important part of decision-making process for the site visits and the study tours within the city and outside of the city. They also take initiative for planning

international study tours as well. They work with the faculty members for planning the submission schedule at the end of each term. They communicate if there is any difficulty related to academics or other issues to the faculty mentors and/or the Principal depending on the need of the situation.

The student representatives from the Student Council lead the committees and teams for various college activities. They are also part of various mandatory committees such as College Development Committee, IQAC, SC/ST Committee and Anti-ragging Committee. They are also included as an important part of decision making for all the issues related to students' welfare and development. They function as a link between the students and faculty members for more effective communication and team work.

Student Council takes initiatives in planning and executing various events such as annual Cultural events, Sports events and annual exhibitions, publication of the college magazine. They also initiate a formal welcome to the in-coming batches and a formal send-off to the outgoing batches. They manage and update the social media for the institute in consultation with the faculty. They also assist in the committee in identifying issues concerning the students. They manage their own files with all the minutes of the meetings held to discuss various issues within the council and with the faculty members for various committees.

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

### **5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**

**Answer: 6**

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
05	5	05	09	6

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **5.4 Alumni Engagement**

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Answer:**

Marathwada Mitra Mandal's College of Architecture's Alumni Association is registered as "MMM'S COLLEGE OF ARCHITECTURE, ALUMNI ASSOCIATION" as per societies Registration Act, 1860

(Registered No. 360/2018/Pune)

Marathwada Mitra Mandal College of Architecture's first batch graduated in the year 1990. Since then about 29 batches have graduated from MMCOA with a lot of affection toward the institute. Many of them are renowned Architects and professionals in India and abroad. The activities of alumni association were held in the institute for many years in the past, and the association was formally registered in the year 2018, with nominated alumni as office holders.

Alumni members have achieved academic excellence by pursuing further studies at post graduate and Doctoral levels. Members of the Alumni excel in leadership and are heads of various professional organizations and educational institutes. Most of the alumni members head their own leading architectural firms with a national and international practice.

It is a very tightly knit community, where everyone knows almost everyone else and there is an instant affinity because of the belongingness to the same institute. The alumni share a very strong bond and are always in touch and willing to help each other in academics and in profession. Most of the senior architects boast of being from MMCOA's earlier batches.

Many of our own alumni are teaching in the institute for many years as full time and visiting faculty. Many successful alumni are invited as guest speakers and chief guests for college events such as annual exhibition. Many alumni offer jobs to our current students in their offices as intern architects or as graduate architects.

A grand function was organized for all the past graduating batches in January of 2018 to celebrate Golden Jubilee of Marathwada Mitra Mandal trust. The event received a huge and very encouraging response from representatives of all the 28 batches and they came in a huge number. Some of the alumni and past faculty were felicitated for their noteworthy achievements. A group of alumni performed in a musical band with others dancing on the floor. They visited their own class rooms and studios and took pictures with old friends and professors. Since then, it was announced by the current Principal that an alumni reunion will be planned on every year first Saturday of January, so that it's easier for the alumni based outside the city and country to plan ahead of time.

Alumni members have been generous enough to donate many books and funds to the institute. Alumni also help to organize orientation and learning programs on various topics to enhance skills through lectures, seminars and interactive meets. They are always ready to help with anything in cash or kind. The institute maintains a web portal to display the happenings, current events and upcoming activities to strengthen the connect between the alumni members. Institute also maintains contacts on the social media groups such as WhatsApp and Facebook on a regular basis.

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

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

**Answer:** <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

#### **5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**

**Answer: 2**

#### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.Governance, Leadership and Management

#### 6.1 Institutional Vision and Leadership

##### *6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution*

**Answer:**

Sole objective of the trust is “Welfare of Masses” and to fulfill this objective, the management of Marathwada Mitra Mandal has vested powers to the Principal as head of the institution.

The Principal functions through various committees formed for the students' academic and professional development. The planning for curricular, co-curricular and extra-curricular activities commences before the beginning of each academic session. Academic Coordinator, in consultation with the Principal and faculty members, prepares academic calendar wherein all activities are planned in advance. Principal appoints faculty members and students in the relevant committees to decentralize the decision making and perform the activities effectively.

For enhancing leadership, teamwork and overall development of students, the college has established a "student council" which acts as a representative body and takes initiatives in various activities. For maintaining discipline, the college has Anti Ragging Committee, Student Grievance Redressal Committee, Women Grievance Redressal Committee and Discipline Committee.

In tune with changing needs of architectural profession, the college has adopted modern technologies like e-governance, modern infrastructure, e-resources, new pedagogies of teaching and learning. Informal environment of college makes students comfortable, expressive and encourages them to participate in every activity of college.

Top management, Head of the institution, faculty members and administrative staff have all joined hands to make MMCOA, the best place for architecture education globally.

### VISION

"The welfare of the society by inspiring the youth to contribute through excellence in architecture and technology, as knowledgeable professionals."

We endeavour to emerge as an Institution of Architectural Education with student-centric outcome that emphasises the pursuit of excellence in understanding and preparation for the profession. In harmony with the

objective of the trust, we take up curricular and co-curricular activities to create social awareness among the students.

We strive to bring all the students on equal footing by providing opportunities for overall development of students and make them acquainted with the understanding, skills and practices required in profession.

#### **Mission of the Institution is to:**

- Sensitize young talent to address societal concerns by creating opportunities for learning
- Follow quest for excellence through research and academics
- Accentuate the legacy of ethics and values through Architectural studies

In teaching and learning practices, the design and research projects are taken with the aim of addressing the social concerns. This enables the students to look at the masses and the society with compassion. While going through academic rigour, awareness of the development in the field of built environment is encouraged through research and interactive sessions with the professionals. Students are guided for professional ethics and noble values throughout their curricular and co-curricular activities. All the stakeholders equally participate in the decision-making of relevant issues through various committees. We ensure adherence to rules and regulations of all the apex bodies and to hold high standards of integrity and quality.

Vision and Mission are displayed at all the prominent places. These are also communicated to the students, faculty members, administrative staff and the other stakeholders.

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

#### **6.1.2 The institution practices decentralization and participative management**

##### **Answer:**

The institute functions in a democratic way and believes in idea of decentralization and participative way of working. Management of Marathwada Mitra Mandal appoints the Principal as head of the institute, faculty members and administrative staff for effective functioning. College Development Committee (CDC), earlier known as Local Managing Committee (LMC), acts as a link between Management and Principal, faculty members and administrative staff.

The institute has formed various committees as per the directives of the Governing Body for academic and overall development. These include faculty members, administrative staff, students and other stakeholders who are involved in decision making processes through participative management. Regular meetings of these committees are held for the effective functioning of the institute. The innovative ideas, concepts and thoughts from different committee members are appreciated and due care is taken to implement them. The organizational structure of institute is a blend of professional autonomy, individual accountability and well-defined administrative structure. Within this overall framework, faculty members have the professional operational autonomy in conducting their teaching, research, training and consultancy.

The involvement of faculty members in all academic and administrative functions is ensured by the Principal. Decentralization has been done at all levels for good governance. Considering the activities, the Principal constitutes various committees headed by the faculty members like Internal Quality Assurance Cell (IQAC) under which, Exhibition Committee, Sports Committee, Cultural Committee, Research and Design Committee, Student welfare Committee, Infrastructure Committee, National Association of Students of Architecture (NASA) Committee and Examination Committee are established. In the opening meeting, which

is generally conducted in the beginning of the year, a faculty member is appointed as head of the Committee or Cell. Committee Head is assigned with all responsibilities and powers for effective functioning.

The Principal appoints an Academic Coordinator, Year Coordinators, Class Coordinators, Subject Coordinators and Chief Examination Officer, from among the faculty members for monitoring regular lectures, overall discipline and mentoring students.

The institute promotes and inculcates leadership qualities among the students and faculty members. Roles and responsibilities are distributed to explore their inherent skills and abilities.

### **At the Student level**

1. Encouraging "elected student council" to conduct various activities for the students.
2. Assigning freedom and responsibilities to develop their plan for execution of various activities.
3. Enhancement of their personality development, soft skills, communication skills and build the confidence while executing specific task.

### **At the Faculty level**

Opportunities to lead specific committee while conducting various activities at institute level

1. Freedom is given to express their thoughts, new ideas and novel approaches
2. Inspiring them to lead the student community during classes, studios, site visits and study tours to guide the students while acquiring knowledge
3. Encouragement to lead other faculty members while organizing various seminars, workshops and other activities

## **6.2 Strategy Development and Deployment**

### ***6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution***

#### **Answer:**

Governing Body of Marathwada Mitra Mandal formulates Perspective Plan for MMCOA. Strategic plan of the Institute is prepared in accordance with the Perspective Plan and Vision and Mission of the Institute.

The Institute is committed in assuring quality service to all its stakeholders which include students, alumni, employees, employers and the community. Quality policy aims to establish this institute as a center of excellence in architectural education by the way of–

- Inducting qualified faculty with sound knowledge in the field of Architecture
- Developing human capital by supporting talent, ideas and energies of individuals
- Developing comprehensive teaching-learning process by establishing cohesive bond between students and faculty members
- Maintaining healthy atmosphere with discipline
- Enhancing the employability, encourage students to pursue higher studies and entrepreneurship
- Adopting use of modern technology, E-resources, environment friendly methods and value-based education

All the stakeholders are made aware about the quality policy through formal and informal mechanisms. The quality policy of the institute is deployed and reviewed by the information collected through various stakeholders like students, parents, faculty members and administrative staff. The Institute strives to improve its quality through feedback mechanism.

MMCOA, has a Strategic Plan for the development. The following aspects are considered for the same:

- MMCOA, aims to become a center of excellence in architectural education and achieve the goal in the best possible ways
- MMCOA, intends to nurture students with training, education and research activities which are acknowledged globally
- MMCOA, is focused to train the aspiring architectssustain and excel inthe profession
- MMCOA, plans to expand its horizons by introducing various certificate courses for maximum professional exposure
- MMCOA, wishes to establish a Research Center for quality research in the field of architecture
- MMCOA, is looking forward to having linkages with global intellectuals, international bodies, academicians and industry professionals to upgrade career advancement opportunities for students.
- MMCOA, wishes to enhance teaching-learning methodology and aims to give maximum exposure which is required for the students
- MMCOA,intends to provide means for students to impart basic knowledge and skills to become valuable professionals
- MMCOA, is keen to provide opportunities for overall development of students and acquaint them with skills and practices which are required in this profession like research methods, communication skills and presentation techniques
- MMCOA, plans to increase the number of faculties with PhD degree. So, the faculty members from the Institute are encouraged for higher education and they are deputed for Doctoral Programs.

File Description	Document
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

**6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Answer:**

MMCOA, Pune, is governed by the MMM Trust, Pune, under the rules and regulations framed by Council of Architecture (CoA), New Delhi, All India Council for Technical Education (AICTE), Savitribai Phule Pune University (SPPU) and Directorate of Technical Education (DTE). Governing Body has appointed the Principal as Head of the Institute along with faculty members and administrative staff. College Development Committee plays crucial role and acts as a bridge between Management and Principal of the College. All policy decisions are discussed and deliberated in meetings of College Development Committee and accordingly Governing body takes decision and communicates it to the Principal for further course of action. In the year 2018, MMCOA constituted Internal Quality Assurance Cell (IQAC) to check quality measures and to make suggestions for improvement.

At the Institute level, Principal appoints Academic Coordinator to monitor academic progression, Year Coordinators, Class Coordinator for each class and Subject Coordinator for each subject. In administration Department, Institute has Office Superintendent, Accountant, Senior Clerk, Junior clerks along with supporting staff.

**Recruitment Strategies:**

Institute identifies the requirement of faculty as per the SPPU and CoA norms.

1. As per requirement, advertisement is given in reputed newspapers. Applications for recruitment are screened as per the norms. Personal interviews of the candidates are carried out by the Selection



Committee appointed by the Management/University. Qualified candidates are selected and appointment letters are issued for the same. List of selected candidates is submitted to the University for approval.

2. MMCOA also appoints professionals from the industry who are experts in particular subjects as Visiting Faculty on clock-hour basis.
3. MMM trust appoints staff for administrative functions as per the requirement.

### **Retention Strategies:**

Institute has policies of promotion and retention of the faculty such as:

1. Institute is always keen in giving regular salary, increments and updated dearness allowance from time to time.
2. Institute encourages faculty for higher studies, to write and publish articles, research papers as well as books
3. Regular Practice of conducting programs like Faculty Development Programs, conferences, workshops, gives opportunities to adopt changing requirements of the curriculum and recent advances
4. Achievements and significant contributions of staff members are well appreciated from time to time.
5. The faculty members have winter and summer vacations, Casual Leaves, Medical Leaves, Maternity Leaves and Earned Leaves.
6. Annual performance appraisal is done considering student feedback, peer feedback, subject results, qualification up-gradation, research work, contribution in administrative work. Based on this, faculty may avail the promotions.
7. Institute follows norms laid by the University for the welfare of the Staff.

### **Grievance redressal mechanism:**

1. For any grievances, staff member can make an application to the Principal. Principal will initiate necessary action and will communicate to the management members if required. If it is not resolved in time, staff members can make an application to the Management members also.
2. Management has also constituted Campus Coordination Committee which visits Institute in each semester to discuss and resolve the issues

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

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

**Answer:** C. Any 3 of the above

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



### ***6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions***

#### **Answer:**

Institute functions through various committees. Division of work amongst committees and cells help in effective implementation of the activity. Initially responsibilities are delegated as per the experience, knowledge and competencies. In the opening meeting before the beginning of the academic year, objectives, working and expected outcome from the committee and activity is explained in detail by the Academic Coordinator, based on the syllabus prescribed by the University.

The institute has various cells and committees like Cultural Committee, Sports Committee, Student Grievances Committee, Anti Ragging Committee, Library Committee and Academic Committee.

Committees are constituted for three different objectives

#### **1. Conducting activities for students-**

Architecture being the professional course, practical exposure for students is necessary. Hence activities like Study tours, NASA, Cultural and Sports events, College exhibitions are arranged for students. Faculty-in-charge and student volunteers conduct meetings very frequently to implement these activities effectively. In-Charge of the committee arranges intra-college activities and also form a team to send students representation outside the college for participating in various activities.

#### **2. Student's participation and representation in various committees for events arranged by the institute-**

Institute organizes various events like Cultural event, Sports competitions, College exhibitions, Farewell and Welcome events. These events are conducted successfully with the help of student committees. Students participate in these events from inception to completion of the event.

#### **3. To address the grievances and issues related to students.**

To maintain disciplined environment, committees are constituted which consist of faculty members and students.

The Institute has formulated different policies and continuous review of these policies is taken by the Subject Coordinators, Class Coordinators, Academic Coordinator and Principal. Academic Coordinator and Principal ensure that all meetings are conducted at given time and minutes are recorded and forwarded to all concerned people. Based on minutes, resolutions get passed. Copy of resolution is sent to all the faculty members for their information and if required it is also displayed on the notice board. Staff meeting is conducted with the principal at regular intervals to discuss about any difficulty and planning of academics and other events.

Regular meetings of Campus Coordination Committee are conducted to decide the action plan and the same are communicated to the Institute.

College Development Committee meeting is conducted by the Principal at the Institute level. The implementation of policies and action plans recommended by CCC are discussed. For better functioning, suggestions are taken and with due consideration they are positively implemented.

Academic Committee provides the policies and guidelines to the faculty members in making Course files. Subject Coordinator and Class Coordinator files and Google-Apps use. Principal and Academic Coordinator visit the classes regularly for academic monitoring. On-line feedback is collected from students for further improvements. Inputs are taken from stake holders.

## 6.3 Faculty Empowerment Strategies

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

#### Answer:

The mission of our parent body Marathwada MitraMandal is “Welfare of Masses”. To accomplish this, the management has devised and designed several measures for the enhancement of its teaching and nonteaching members.

1. **Employers Provident Fund Facility:** To all faculty members and administrative staff
2. **Timely Salary-** Timely Salary Payments every month, advance salary paid well before the Diwali Vacation
3. **Leave:** Casual Leave, Medical Leave, Office Duty leave, Vacation leave, Earned Leave and Maternity leave for Faculty members and administrative staff
4. **Promotions-** Appreciation on acquiring higher qualification and years of experience by higher grade with applicable scale
5. **Celebrations:** Birthdays of Faculty members and Administrative staff are celebrated in the institute. Major festivals such as Diwali and Christmas are celebrated
6. **Gymnasium:** Well-equipped Gymnasium facility is available for faculty members and Administrative staff in the campus.
7. **Financial Support:** Financial assistance is provided to faculty members and administrative staff for publications, Conferences, Faculty and staff Development Programs and workshops.
8. **Group Insurance Scheme:** Rs. 2 lakhs (Two lakhs) coverage for all Staff Members
9. **Gratuity Benefits:** Gratuity benefits are made applicable to all faculty and administrative staff members as per provisions of Payment of Gratuity Act. 1972
10. **Sevak Kalyan Nidhi-**
  1. Interest Free Loan of Rs. 40,000/- (Forty Thousand) for Higher Education, Medical Expenses, to Staff and their Children
  2. Interest Free Loan of Rs. 27,000/- (Twenty-Seven Thousand) for Computer and Laptop Purchases.
11. **MMM's Sevakanchi Patsanstha Ltd. (Employees Credit Co-operative Society)**
  - Co-operative society works positively for the welfare of the employees and their family members.
  - The objective of this co-operative society is to provide helping hands to the needy employees of the Institution. It also encourages employees by felicitating them and their families for noteworthy achievements.
  - Scholarships for education of employee's children
  - Monetary help for medical purpose and Group Life insurance for all members
  - Loan facility up to Rs. 50,000/- within a day.
  - In emergency cases, loan of Rs. 40,000/- without interest is available within couple of hours.

The Institute constantly strives to enhance the professional skills of its faculty members and administrative staff

#### Teaching Staff

The Institute encourages and motivates the faculty members for

1. Attending workshops, conferences, seminars
2. Attending Faculty Development Programs and Teachers' Training Programs
3. Granting duty leaves for such purposes
4. Undertaking research projects and writing of research papers.
5. Providing all the infrastructure and facilities for promoting such research activities
6. Delivering lectures as guest lecturers or resource persons at different institutions

7. The Institute organizes Faculty Development Programmes periodically
8. Experts from various fields are invited to guide the faculty members

### ***Non-Teaching Staff***

1. They are encouraged to participate in the organization of technical events
2. They are encouraged to go for higher studies and their workload is adjusted if the need arises
3. They are sent for attending various workshops and training sessions organized by the Institute, other organizations and apex bodies

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

**Answer:** 50.95

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:

2018-19	2017-18	2016-17	2015-16	2014-15
22	13	3	4	7

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

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

**Answer:** 1.8

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
5	0	3	0	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**

**Answer:** 9.27

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer:

2018-19    2017-18    2016-17    2015-16    2014-15  
06            00            02            00            01

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**

**Answer:**

Performance appraisal system at MMCOA is summarized as below

1. Self-Appraisal form
2. Student Feedback
3. Peer Review
4. Principal's Feedback

The institute has adopted self-appraisal method and comprehensive evaluation by students and peers for performance assessment of teaching faculty and administrative staff.

**1. Self-Appraisal**

At the end of the year full time faculty members and administrative staff members submit self-Appraisal forms to the Principal. The faculty members are required to evaluate their performance on their own by filling the Self Appraisal Forms yearly.

These forms are then analysed and accordingly performance of the staff member is evaluated by the Principal.

**2. Feedback from Students**

Every semester, feedback is obtained from students. Students' feedback is reviewed and analysed. Principal personally discusses about the feedback with respective faculty members and if required suggestions are made. Principal reports about the feedback to the management.

**3. Peer Review:**

A subject/studio is taught and mentored by a team of core and visiting faculty members. Peer review helps in understanding the team working of the faculty members. Each member of the team reviews performance of the other members and submits to the Principal. After a review and analysis of the same, further suitable action is taken.

#### 4. Principal's Feedback

Principal interacts with the students informally regularly, sometimes in the presence of the faculty members and sometimes in absence of the faculty members, to get a general sense of the academic progress and informal feedback about the teaching process and their understanding of the subject and comfort levels faculty members. Principal interacts formally and informally with all the faculty members and administrative staff, to understand and evaluate their potential and performance.

Principal also reviews the self-appraisal forms and peer-review forms submitted by the faculty members and administrative staff. Principal writes comments/remarks on those forms and shares the overall understanding with the management for their evaluation for salary increments and other incentives.

The performance appraisal system enables each faculty/staff to become aware of self-weaknesses and gives him/her an opportunity to improve in those areas so that they can score better in the next year. The remarks obtained in the Performance appraisal report contributes to the decision about faculty appreciation.

Decisions on the appropriations and warnings are taken in case of poor performance of the faculty members and administrative staff and suitable action is taken in consultation with the individuals.

Principal conducts formal interaction with faculty members and administrative staff for improving performance wherever it is required. If any faculty, consistently performs below average then Principal forward the report of performance of the faculty to the Governing Body for further course of action.

Performance appraisal system is a transparent process. Principal individually communicate the performance of faculty members which motivates them to perform well in the coming year. The performance appraisal reports are used for reviewing the annual progress of faculty members and administrative staff and for promotion to the next scale/designation.

## 6.4 Financial Management and Resource Mobilization

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

**Answer:**

Institution has following procedures for utilization of financial resources effectively:

- Institute prepares budget well in advance for forthcoming financial year. It is allocated under different heads like salaries, expenses related to students, consumables, furniture and fixtures, research and development, general / miscellaneous / any other items
- Institution has proper budgeting system which includes regular expenses like salary, maintenance and expenses on other facilities like library, canteen, sports, gymnasium, IT facilities
- Annual budget is formulated in line with revised academic requirements and allied activities, before the commencement of the next financial year. Principal reviews the overall budget and forwards it to the management
- Then management takes a review and allots sufficient finance to carry out activities in the Institute
- At the time of actual purchase, minimum three quotations are collected from vendors. Comparative statement is prepared with the cost, quality and specification details of the product. Principal puts remark on it for approval

- Purchase Order is placed with the due consent of the management
- There is a systematic mechanism for release of payments for salaries, payments to various bodies and day-to-day expenses
- Provision is also made for emergency expenditure
- Principal takes regular review for effective utilization of the budget
- Institution conducts internal audit in every financial year. Last internal audit for the year 2017-18 has been carried out by internal auditor. There are no major objections
- During audit, it is verified that actual expenses are not exceeded the budgeted amount. Proper procedure and permission of the management is sought time to time
- The external audit is conducted in every financial year. External audit of the year 2017-18 has been done. There are no objections during the audit
- Internal audit gives information of Institutional funding available to meet the budgeted yearly expenses and deficit arising (if any) for running the system
- The major source of income is the fees from the students

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

**Answer: 0**

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

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

**Answer:**

Institution is a self-funded institution. All funds received through fees are utilized mainly for developmental activities and for upgrading academic standards and infrastructure. Every year considering new requirements and based on previous years' experience, the principal submits budget to the management for approval. Principally, annual budget, gets its approval in Local Management committee/College Development Committee. Still before every activity and event, budget is prepared by principal and is forwarded to the management for approval. Once it is approved by the management, accordingly funds are disbursed. In case, budget exceeds its limit than the sanctioned budget, then principal submits revised budget. Considering the necessity, management gives its approval.

While preparing the budget, due consideration is given to academic activities to be conducted during that academic year, funds required for salaries, seminars, workshops, guest lectures, sports, cultural and extracurricular activities, students' participation in various competitions, fees of various professional bodies and affiliating institutes.

After utilizing funds for above mentioned purposes, next slot of funds is utilized for infrastructural development and maintenance, ICT based facilities, payments and expenses to be made for faculty development, recruitment of supporting staff, computer labs, additional resources in the library, any other requirement of staff and students. While allocating funds, preference is given to the activities related to students and essential requirements of staff members.

Various resources of the colleges are used to the optimum. For example, computer lab is utilized for conducting regular courses as well as for conducting certificate courses. Regular and Guest lectures are arranged in class rooms and seminar hall. All the studios are made available for extended hours during the entire semester, including mid-term and end-term submissions and exams. Studios are also made available for extended hours for student competitions and NASA work with proper security measures in place. Library facility is extended to students from other colleges.

## 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***

#### **Answer:**

MMCOA has always focused on the quality education since its inception. Architecture education is not limited to the classroom education; hence activities enhancing the skills development and overall growth of the students are encouraged.

The college has taken initiative to enhance quality of academics by engaging practicing architects as visiting faculty, juries and for guest lectures, conducting site visits at various significant locations and sites, conducting study tours with a contextual consideration.

After the constitution of IQAC following activities are initiated to impart the overall growth of the students and faculty members-

**1. Academic Symposium:** This is at the start of the academic year where all the teachers have presented their teaching plans, methodologies with the Academic advisors of the college- Christopher Charles Benninger and Architects.

The association with Christopher Charles Benninger and Architects has helped institute in the following ways:

1. To enhance the academic quality of the institute
2. To refine teaching –learning – assessment – research processes
3. To engage with the senior professionals from the industry on a regular basis
4. To identify gaps between SPPU curriculum and industry demands and bridge the same
5. To initiate variety of industry-connect initiatives in association with these member organizations
6. To be abreast about current industry trends
7. To indirectly support practical training placements
8. To carve out the development initiatives for the upgradation of the faculty
9. To help benchmark the institute against best in class institutes by experience sharing by the Academic Advisory Members.

**2. Arambh- Orientation Programme:** It is arranged in the first week of First year academics. It has creative activities to orient students towards various subjects and aspects of architecture.

Through these sessions, students get to learn various extra-curricular and non-curricular concepts. This helps in their overall development.

- **Research symposium:** organised on the theme of the three verticals – Design, Technology and Humanities.
- **Research methodology and technical paper writing-** for the development of the research acumen in the Faculty, technical paper writing lectures were arranged every week. This helped faculty members to document the academic works and promote the research paper writing .

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

### ***6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms***

#### **Answer:**

The planning for academic activities commences before the beginning of each academic session. Academic Coordinator, in consultation with the Principal, prepares academic calendar wherein all activities are planned in advance. Principal appoints faculty members as year-wise coordinators, class coordinators and subject coordinators.

The IQAC ensures, that periodic meetings are conducted by academic coordinator with the year coordinators. Faculty members continuously get involved in developing and revisiting the teaching-learning methodologies.

#### **Innovative teaching approaches/methods:**

- Recently, the concept of ICT-enabled teaching-learning is introduced, Use of digital library, online journals and internet for academic research purpose are encouraged
- Recent developments in the architecture profession and curriculum are explained by using case study method, Power Point presentations, computer simulation and animations and through films. Techniques like case studies, group discussion are frequently used for better understanding of subject. Student-centric learning focuses on skills and practices that enable lifelong learning and independent problem-solving. Expert lectures of senior academicians and professionals are conducted. Site visits are organized which help the students correlate theory with practice.
- Subject teachers plan the lectures/tutorials considering the difficulty level of subject and the time span available. They also provide individual guidance as and when required. Based on complexity and result analysis of subject, extra tutorials and lectures are scheduled. Remedial coaching is provided to academically weak students. Class Teachers regularly counsel and encourage students. Regular interactions with students help understand and resolve their queries.

During submission/exam period, classrooms and studios are made available for extended hours on all days.

"Samwad" sessions are conducted to bridge the gap between curriculum and industry requirements and also to enrich students with content beyond the syllabus.

The quality assurance of academic and administrative activities is monitored by IQAC committee in consultation with Principal and Governing Council.

The Quality assurance in different categories is as follows:

#### **Quality Assurance in Academics**



- Regular site visits, guest lectures, design reviews, group discussions, presentations
- Remedial Classes
- Training in Soft skills, personality development sessions, communication skills and research methods
- Motivation for higher studies
- Academic Advisory board

### Quality Assurance in Feedback System

Institution considers feedback of various stakeholders for overall improvement.

- Student feedback
- Parents feedback
- Industry feedback
- Alumni feedback

Students' academic performance is communicated by faculty members to them and their parents through periodic reviews.

### Learning outcome:

Architecture is a multifaceted profession. The learning outcomes are evaluated on the following basis:

- Periodic assessment of Drawings -Presentation drawings, Construction drawings, Architectural design portfolios, PowerPoint presentations of different subjects
- External Examiners appointed by SPPU and the Results of the examination.
- Feedback from faculty members, Juries and examiners
- Placements of students or their ability to start their architectural practice on their own.

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Answer:** 1.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
09	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

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

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action

**3. Participation in NIRF****4. ISO Certification****5. NBA or any other quality audit**

**Answer:** D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

**6.5.5 Incremental improvements made during the preceding five years (in case of first cycle)****Post accreditation quality initiatives (second and subsequent cycles)**

**Answer:**

*After the constitution of IQAC following incremental improvements are made in the Institute.*

IQAC looks into four major aspects:-1) academic 2) administration 3) infrastructure. 4) Research

**1. Academic:**

- IQAC contributed in upgrading standard of architectural education in college by planning various seminars, workshops, guest lectures, Faculty Development Programmes, Design studio initiatives, Study tours, Internships for students.
- Certificate programs in collaboration with AutoDesk for proficiency in software such as AutoCAD and Sketch Up
- Workshops: Clay modeling, model making, rendering, Building with bricks
- "Master Design Studio" was organised for all the students and faculty members in a "Vertical Studio" format, where faculty members acted as mentors in each student-groups

**2. Administration:**

- Administrative staff was encouraged to attend programmes for personal and technical quality improvement
- Implementation and proper monitoring of biometric records for attendance and leaves
- A grand alumni meet was held in the year January 2018, where alumni from past 28 batches were present. IQAC proposed to conduct an alumni meet every year on the first Saturday of January

**3. Infrastructure:**

- Infrastructure development is suggested keeping in view the requirement of the institution related to teaching learning process, research and extension activities.
- The institute provides Wi-Fi facility in the premises.
- Audio visual equipment for teaching learning are provided.
- In present era, quick and centralized e-transactions are expected and considering environmental issues also, authorities intend to promote paperless office. Hence E-governance is introduced in admission, payment of fees and feedback system.

**4. Research:**

- Research Forum for faculty was held for three days where faculty presented their own research papers in front of the other faculty members. This was an excellent forum for exchange of ideas and encourages faculty to indulge in more research. IQAC proposes to conduct such activities henceforth

- Lecture series on Research Methodology and Technical Paper Writing was organised for all the faculty members to promote research activities
- Research symposium was organised by the institute to discuss "Challenges in Architecture Education". Three eminent speakers were invited to elaborate on Design, Technology and Humanities.
- Women faculty members presented their professional and research work to the students on the occasion of International Women's day. IQAC encourages such activities every year
- For giving maximum exposure to students, IQAC proposed to start Annual Magazine of the institute. Hence from the Academic Year 2018-2019 Institute started Annual Magazine "Krysalis"

## 7. Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Answer: 9**

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	2	1

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

**1. Institution shows gender sensitivity in providing facilities such as:**

**1. Safety and Security**

**2. Counselling**

**3. Common Room**

**Answer:**

MMCOA is committed to the cause of gender equality. The institute offers co-education; girls and boys are encouraged to work together in various curricular, co-curricular, extra-curricular and sports activities. There is no discrimination made between girls and boys, while offering positions on the various committees. The institute has been undertaking awareness-oriented programs like anti ragging and sexual harassment program and sensitize the students and faculty alike, to various dimensions of gender discrimination; and to engage the students in activities that would empower them to work towards a gender-just society. The institute has also set up an Internal Complaints Committee (ICC) as per the mandate of the Sexual Harassment of Women at

Workplace - (Prevention, Prohibition and Redressal) Act, 2013. Notice is displayed on the notice board and complaint boxes are installed near administration office. In case of any problem related to safety or harassment, girl student can make a complaint. It is not necessary to make complaint in writing. Committee accepts verbal complaints also and action is taken immediately on that very day.

**a) Safety and Security:** The institution gives highest priority to safety and security of students, staff and infrastructure of the institute. Following steps have been taken to look after safety and security in the institute premises. The campus security team protects the well-being of, and ensures the safety and security of everyone on campus. For this purpose, CCTV cameras have been installed in campus at strategic locations. All the studios, classrooms, corridors and staff rooms are under constant video surveillance. Also, the entry and exit gates are monitored closely at all times of the day. Security guards also patrol the campus continuously to avoid any mishap.

**b) Counseling:** The faculty members of the institute are engaged in counseling of students. They guide them and try to resolve their difficulties. The institute has appointed a trained and well-experienced Counselor as well, with whom students and also staff members can discuss their problems. Counseling sessions are conducted to take care of the wellbeing, welfare and personal development of the students. These sessions, which many times include parents as well, provide support and enable them to understand and resolve their problems, if any, and work towards developing their personality and self-esteem. Regular counseling to the female students in groups and at individual level are done, each faculty is assigned mentor/Mentee from all years for counseling.

**c) Common Room:** To keep the privacy, college maintains separate common room for girls. A common room for girls is provided, with basic facilities, on the Ground Floor of the Institute. With regular cleanliness of common room, hygiene is maintained.

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Answer: 0**

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

**Answer: 0**

7.1.3.2 Total annual power requirement (in KWH)

**Answer: 259488**

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Answer: 100**

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Answer: 48600

7.1.4.2 Annual lighting power requirement (in KWH)

Answer: 48600

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

**7.1.5 Waste Management steps including:**

- ***Solid waste management***
- ***Liquid waste management***
- ***E-waste management***

**Answer:**

The Institute contributes proactively towards management of all types of waste generated at institute level. The main aim is to reduce the waste generation at source, to contribute towards the environment. The proper waste management at Institute level ensures health and safety of staff and students.

1. The waste is generated by some of the routine activities carried out in the campus. It includes paper, plastics, foods etc. The waste is segregated at each level and source. The administrative supervisor ensures that the waste in each floor is collected at designated time intervals. Students and staff members are educated on proper waste management practices of '**Reduce, Reuse and Recycle**'. The institute regularly conducts awareness programs and lectures regarding this subject. Posters and slogans are also displayed in campus and on notice boards, to educate everyone to avoid, or at least minimize the use of plastic. Classrooms are provided with dustbins for dry wastage which are collected every day.

As a conscious effort towards environment, use of thermocol and plastic is banned for model making for students of all year. The use of plastic cups and plates by staff is discouraged and replaced by reusable cutlery.

Institute canteen segregates the dry and wet waste in separate bins; color coded dustbins are used for different types of wastes. Segregated Waste is collected on a daily basis by Pune Municipal Corporation, and sent for further disposal. Adequate bins for the same are provided by the institute in the campus as well as on all floors.

2. Institution has adopted following measures for Liquid waste management

- Source of Water: Pune Municipal Corporation
- All tanks are cleaned thrice in a year by External agency.
- Toilets on all floors, Toilets in campus parking, Canteen kitchen, pantry are the main sources of liquid waste.
- All waste water lines from toilets; bathrooms etc. are connected with Municipal drainage mains.
- Water Leakage: Regular checking is done by in-house staff available to rectify leakages

3. The Institute has IT facilities for use by faculty and students. The IT facilities include computers and related hardware, CDs, LCD projectors, screens, printers, used cartridges and other hardware. Over a period of time many of these items are used extensively hence need to be disposed off. The Items are collected in e-waste bins provided by SWaCH NGO, located in the premises.

Institute has made an MOU with SWaCH NGO, voluntary organization engaged in e-waste management. E-Waste is separately collected in e-waste bins which are installed by SWaCH NGO in the institute corridors. Students and staff members are made aware of the same and encouraged to dispose of the E-waste generated in the campus as well as at their homes in these designated bins, as their contribution towards this initiative. Posters on E-Waste disposal are displayed on the corridors and classrooms. The same is collected by SWaCH NGO for further recycling or appropriate disposal. The institute ensures that the e-waste is not mixed with solid/wet waste.

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

### ***7.1.6 Rain water harvesting structures and utilization in the campus***

#### **Answer:**

Water scarcity is a growing concern all over the world. With the increase in water scarcity issues, it has become necessary to make judicious use of water and at the same time conserve water. Due to unpredictable rainfall, it has become necessary to collect and harvest rainwater during monsoon.

The institute is sensitive to the use of natural resources, and believes that sustainability is possible with planning. Being an Institute, water is required for many purposes like, cleaning, drinking, toilet and kitchen/pantry use. Rainwater harvesting is a natural extension of the institute's commitment and contribution to the community. Steps have been taken to deal with the perennial water shortage plaguing the city. Rainwater harvesting provide separate water supply during water crisis and this is often used to supplement the main supply. The harvested water can be used as long term storage and for other purposes such as water for gardening, used for cleaning in canteen and pantry.

The campus is located in the heart of Pune city, not very far from the Mutha River, hence effort has been made to let water percolate and thereby raise the ground water level. This interconnected groundwater system has ensured a green and fertile campus, also benefitting the neighboring and surrounding areas. Rain Water harvesting potential during monsoon: 455 cubic meters considering the Average rainfall of the region as 700 mm in a year. Percolation pit created and bore well recharged.

Roof area of the institute building and peripheral road brought under rain water harvesting system is approximately 1800 sqm. Use for non-potable usage and ground water recharge application through penetrating rainwater in 150mm diameter bore well drilled upto 50 m deep. 8,80,000Litres per year is a quantity of harvested rain water, this quantity may vary depending upon the rainfall in particular season. Marathwada Mitra Mandal implemented rain water harvesting project in January 2017.

A rain water harvesting pit is located in the lowermost part of the campus, for recharging the ground water. Surface run-off from the whole land surface in campus, is diverted into the pit through underground channel system, the institute has started rainwater collection from the roofs of buildings and grounds, which is used for non potable applications.

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

### 7.1.7 Green Practices

- *Students, staff using*
  - a) *Bicycles*
  - b) *Public Transport*
  - c) *Pedestrian friendly roads*
- *Plastic-free campus*
- *Paperless office*
- *Green landscaping with trees and plants*

#### Answer:

"Earth provides enough to satisfy every man's need but not every man's greed"- Mahatma Gandhi.

The institute is working to make the campus environmentally friendly. The campus is the place where we are promoting environment friendly practices for education and combining to initiate and promote sustainable and eco-friendly practices. The institute has involved students and faculty for the necessary efforts. The institute follows eco-friendly practices such as faculty and students used shared transport which saves fuel. For healthy living, the institute has installed drinking water plant with RO treatment. Adequate light and ventilation, installation of LED fixtures to save electricity. The campus follows practices which are pollution-free and help the environment.

College observe 'No-Vehicle Day' since last three years. Staff and students are prohibited from bringing their vehicles in the campus. They use public transport or use bicycles to reach the college.

Students and staff members are encouraged to use bicycles. Bicycle stands are provided as special parking provision. Given the institute's central location, it is accessible by means of various modes of public transport. Students and staff members regularly make use of the same. Since the campus is not very large, pedestrians share the road with vehicles. However, proper planning of parking spaces and vigilance by security personnel make the roads pedestrian-friendly.

- The institute supports the recent plastic ban imposed by the Government of Maharashtra from June 2018. Students and staff members are encouraged to reduce plastic use and replace it with alternate material wherever possible. Display of posters are put up in studios and corridors of Institute for the awareness.
- Minimal installation and usage of Air-conditioning units on the campus.
- Lifts are encouraged to be used only to go upstairs unless otherwise required.
- Institute is aiming for paperless office hence is promoting e-governance everywhere like administration, admissions, examination work and for communication thus making the transition towards a paperless office. All internal communication is made through e-mail. A culture of reduce, reuse and recycle has been actively observed throughout the campus. Several initiatives have been implemented to significantly limit paper traffic such as cashless transactions, multi user printer at Staff room, circulation of documents and notifications through Google Docs and sharing of notes and assignments with students.
- The college makes conscious efforts to make the campus environment friendly. Entire campus of the institute has substantial number of trees and varieties of plant species. Seasonal plants are potted throughout the year to give fresh and healthy environment. Care is taken to ensure that no tree is cut or destroyed. Regular maintenance of trees and plants are taken care by watering them everyday at regular intervals.

The college campus consists of a large number of old trees, which are maintained properly, with display of their botanical names. Dry leaves and waste papers are not allowed to be put on fire in campus. Green cover of flora and fauna attracts many species of birds in the campus and a comfortable microclimate is maintained.

**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Answer:** 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**Answer:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**

**Answer:** 1

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer:



2018-19	2017-18	2016-17	2015-16	2014-15
00	01	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**

**Answer: 4**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	00	1	1	1

File Description	Document
Report of the event	<a href="#">View Document</a>

**7.1.12**

***Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff***

**Answer: Yes**

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

**7.1.13 Display of core values in the institution and on its website**

**Answer: Yes**

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Answer: Yes**

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics****Answer:** No

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Answer:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Answer:** 8

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	0	1	0

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities****Answer:**

Marathwada Mitra Mandal Trust has a unique background because of its founder president late. Shri Shankarrao Chavan himself was a freedom fighter as well as served the country and state in different portfolios. National Festivals are celebrated with enthusiasm. Our faculty and students come together breaking the boundaries of religion and caste. Institute organizes and celebrates various important days with coming together to commemorate the day.

Thus we do celebrate national festivals of Independence Day and Republic Day. We also celebrate Birth and Death Anniversaries of many great Indian personalities in the institute with awareness programmes, blood donation camps and other suitable activities.

The India's Independence Day and Republic Day is celebrated at the Institute by hoisting the National Flag in the morning with many motivating and inspiring speeches and patriotic songs by faculties and students.

**Teachers Day:** Teacher's Day is marked in honor of Dr. Sarvepalli Radhakrishnan, who was born on September 5, 1888. Our students celebrate Dr Radhakrishnan's birth anniversary by paying tribute to its teachers and gurus on this day.

**Youth Day:** 12 January marks the Birth Anniversary of Swami Vivekananda, a renowned spiritual leader and patriot of our country and this day is celebrated as the National Youth Day. In remembrance of this event, the Institute paid humble tribute to Swami Vivekananda by organizing photography poster presentation.

**Gandhi Jayanti:** This day is celebrated in the honour of the birthday of the Father of the Nation, This day is celebrated as the Day of Non-Violence as Gandhiji was the preacher of non-violence. He is a symbol of peace and truth. Institute organizes awareness programme by SWaCH Bharat.

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

### ***7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions***

#### **Answer:**

Our institution believes in maintaining complete transparency in its financial, academic, administrative and auxiliary functions.

- Financial functions

The financial, academic, administrative and other activities are conducted in very clean and fair manner. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions. Every transaction is through bank and a receipt is promptly issued whenever it is necessary. Considering the financial matters institute appoints internal and external auditors every year. This decision is always taken unanimously in the general body meeting. Through internal Academic and Administrative Audit the transparency is maintained.

- Academic programs

Academic programs are consciously designed to achieve and support the vision of the institute. The teaching, learning and knowledge sharing process, is documented for every term. Subject files are maintained for academic program, teaching plans, assignment briefs, student's records, progressive marking, subject notes, guest lecture reports, site-visit reports and any additional relevant data. For any subject, the aim and objective of each assignment are given to the students.

As the session progresses, quarterly report are prepared. Students with poor performance are identified and communicated with guardians. At every semester end, students submit feedback form for their respective subject teachers; where teaching methods, proficiency and skills of subject faculty are graded by students. Feedback of faculty members is taken for fellow professors. The process of taking feedback is unanimously and fairly conducted. The methodologies of academic program are discussed with professionals by organizing academic symposium, attending university meetings and training programs. Archival of all the data is maintained for reference of the faculty.

- Administration

MMCOA administration is determined to achieve transparent and reliable approach. Decisions related to purchases, events planning budgets and system of management is decentralized and participatory. Academic, co-curricular and extra-curricular activities which need administrative support, are assigned to various faculty members. Students' Council members are also involved in this process. Alumni, parents and stakeholders are involved so that a complete participative management of all the stake holders happen at all levels.

Students are provided with necessary guidance related to admission, enrollment and registration process by administrative staff and teaching faculty members. The fee structure and other expected expenses are displayed on notice boards, administrative office. Administrative functioning is made approachable, inclusive at various stages and time-to-time notifications to stakeholders maintaining the transparency and reliability.

- Auxiliary functions

Yearly events include cultural events, sports, workshops, competitions, exhibitions and seminars. Necessary arrangements, budgets, organization and execution is proactively done by students, faculty members and non-teaching staff members. Overall development of students is taken care of. All circulars regarding, students, faculty members and non-teaching staff are circulated and displayed on the notice boards. College Development Committee is the highest decision-making authority which consists of members from the management, faculty members and non-teaching staff. Planning and execution of different auxiliary functions are discussed and decided in these committee meetings, which are communicated to all.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

**Answer:**

## Best Practice 1

### 1. Title: WELFARE OF MASSES

### 2. Objectives of the Practice:

Marathwada Mitra Mandal's College of Architecture was the first college established by the MMM trust whose sole objective is "Welfare of masses". Built environment, being an inherent part of the society, Architecture Education was seen as the contribution of the trust towards this objective.

- To create awareness about the social issues among the young budding professionals
- To imbibe value system in the students to make positive contribution in the society
- To empower the students with the required skills to make a difference in the field of built environment, which is an important aspect of the society at large

**3. The Context:** Marathwada Mitra Mandal's College of Architecture, MMCOA was established in the year 1985 under the trust Marathwada Mitra Mandal to provide education with the motto "Yethe Bahutanche Hita" (Welfare of Masses) The motto of the Mandal is Mass education, co-education and dedication towards overall development of the society through students. All the institutes which run under the umbrella of the MMM trust are aware and keen to work with all strata of the society to make a difference in their own capacity with professional education as an instrument.

Under the umbrella of Marathwada Mitra Mandal trust, all the institutes take up issues such as Anti-dowry, Environment and Ecology, Earn and Learn, Floods and natural calamities, Orphanages etc. and actively

promote programs through their extra-curricular activities. This sensitises students and encourages them to give back to the society in their own capacity.

#### **4. The Practice:**

Developing a sense of social, civic responsibility and social awareness through their Architectural Design projects, students are motivated to utilize the knowledge in understanding and finding practical solutions to community problems. Subjects in architectural curriculum culminate towards Architectural Design as a core subject offering huge scope to sensitize students towards social welfare and civic responsibility.

While implementing the five year curriculum, Academic program for the first year students is designed to make them aware about their own social context. Design, Humanities, History and Introduction to architecture are few of the subjects which are strongly focused towards exploring their own society, culture and design principles. Second year Design studios address the design issues of multiuser and multifunctional spaces with focus on various materials and construction technology. Students are made aware of the problems in the community through the assignments given to them during the study tours. They are encouraged to interact with local community to understand the societal issues in depth and come up with sensitive Architectural solutions which can be adapted by the said community for the better quality of living. Students of third year are given design problems with more complexity and scale. Campus planning, Landscape, building services are focused upon. The design studios are oriented towards exploration of community and city level.

Fourth Year projects address options for Mass Housing in various categories on semi-urban and urban situation. Academic program for fifth year thesis is designed to take students to a next level of understanding the challenges in the field of architecture, where, scale and scope of design thesis is vast. Consciously designed teaching methodologies make students consider socio-cultural issues, climatic issues, user perception and innovation in technology and design. The students take on a thesis project which is a culmination of all the knowledge and skills acquired during the past nine semesters, with an ambition to create a design solution in the space of built environment.

#### **5. Evidence of Success:**

To achieve the desired hierarchy in the scale of design projects, academic committee, faculty members revive their methodologies time to time. A vertical approach is detailed out to nurture the growth of the student across his/her five years in architecture education. As a horizontal development approach, various studios, lectures and workshops are conducted focusing on each year's requirement. Thus the practice of the institute is that the institute promotes the core subject of Architectural Design as a possible problem solver to the prevailing societal issues.

The students take up projects such as housing for earthquake affected areas in Bhuj, Student hostel for Vidyarthi Sahayak Samiti and Public toilets and Women's welfare center in Kothrud, Pune. The projects are designed by the students and the best designs are presented to the authorities wherever possible without any professional fees.

The efforts are appreciated by the society at large and the trustees and college have received many awards and recognitions for their contribution in this area. The experience for the students and the satisfaction for the faculty is immense, proving the existence and the effort of the MMM trust worthwhile.

#### **6. Problems Encountered and Resources Required:**

"Welfare of masses" is an extremely noble cause, completely supported by the parent body and appreciated by the apex bodies. All the teaching faculty members including the visiting faculty, believe in this wholeheartedly. Students enjoy a social aspect of this cause and enjoy their assignments and interacting with various sections of the society. They gain practical experience which is useful to their personal and professional development.

It sometimes takes a lot of effort to convince the students to go through unfamiliar social situations, while working on these projects. But once they understand and believe in the social benefits, they start enjoying these activities.

Since the trust is fully committed to the cause, all the resources are readily made available and the student projects are actually encouraged by the management by providing the contacts, funds and other required resources to complete the project. The faculty takes the projects very seriously and gets the work done from the students to the best of their ability. The students are also encouraged to present their work in front of the social organizations for which the project is designed and some of them have successfully done so.

## Best Practice 2

### 1: TITLE: SAMWAD

The title chosen is a Sanskrit word, which suggests a dialogue, conversation, interaction and communication between two parties – in our context, the students and well-known, leading professionals from Architecture and allied fields.

### 2. Objectives of the Practice:

The *Samwad* series was initiated by MMCOA to create a channel of communication between the students and leading professionals. The primary objectives behind its inception were:

1. To create competent, industry-ready graduates, with detailed technical and practical knowledge;
2. To help the students get an understanding of the professional's responsibilities to society, building users, and clients;
3. To make the students understand the complexity of the design process, and how an architect carries the project from its Conception to Completion;
4. To widen the horizons of students by organizing lectures, seminars, trainings by eminent personalities from various walks of life.

### 3. The Context:

Driven by a rising need in infrastructure development and construction industry, the demand for young and talented architects was expected to surge. However, with a high number of students graduating every year with degrees in architecture, strong competition for internships and placements was expected.

Yet, it was felt that colleges were falling short of grooming good and creative architects, and the fresh graduates were not equipped to take up the new challenges and demands from the field. There were a number of reasons behind this apparent shortcoming of the architectural education system; practicing architects' unwillingness to come into teaching, and present teachers' inability to motivate the students, amongst them. As a result, the fresh graduates did not possess sound knowledge of design process, structural aspects, construction practices, services considerations and so on.

To bridge this gap between the academics and the profession, the *Samwad* series was initiated in 2008.

### 4. The Practice:

The lecture series was initiated by MMCOA in the Academic Year 2008- 2009, with the aim of giving the students much-needed exposure to Architectural Practice. The series has successfully completed 10 years, during which numerous experts from various walks of the field have accepted MMCOA's invitation to this educational- professional endeavour and shared their knowledge and experiences with the students.

## Beginning of *Samwad*:

The inaugural programme was organized on Wednesday, 16th July, 2008. Wel-known Mumbai- based Architect Nitin Killawala was invited as the chief guest to inaugurate the function and also to enlighten the students with his philosophy and works. Students and faculty members from various Architecture colleges, as well as from neighboring and sister institutes were also invited to participate in the programme and benefit from the renowned architect's experiences. Considering the large no of guests, the programme was attended by more than 400 students, all faculty members from MMCOA and also from other colleges, was appreciated by all.

## Initial Format:

The *Samwad* series was initially envisioned as an 'Open Forum' for students from all Architecture colleges under University of Pune (Name changed to SPPU since 2014). The schedule and details of upcoming lectures was notified to the Principals of Architecture colleges under the University of Pune, and they were asked to encourage their students to attend the *Samwad* sessions.

The proposed guest lecturers were always Architects, as the original focus of *Samwad* was to make students aware about aspects of Architectural Practice. The lectures were planned to be held on every alternate Wednesday, and the time slot from 12 noon to 1:30 pm had been especially reserved for these interactive sessions.

## Present Scenario:

Over the years, it was felt that besides Architectural Design, the students also needed exposure in the areas of structural design, construction practices, building services etc. To address this issue, the scope of *Samwad* was widened to include guest lecturers from allied fields as well. Eventually, experts from all subjects like fine arts and performing arts, personality development, communication skills, nutrition, yoga and meditation are invited to enlighten the students. Several awareness programs are also conducted under the umbrella of *Samwad*. Many alumni of the college have returned to their alma mater for delivering lectures under this series.

## 5. Evidence of Success:

More than hundred Samwad sessions have been conducted in the last five years. All students and faculty members attend, and are benefitted in their curriculum as well as in their professional practice. Faculty members are also motivated to present and participate in the series with their practical knowledge and research. Motivational lectures by practicing architects and professionals are conducted. Overall growth of students through Samwad lectures to become spiritually, emotionally and ethically sound professionals. Having few alumni as speakers itself highlights all round development of students.

Samwad lectures act as an extension of curricular subjects with practical perspective. Interaction with the professionals acts as a link between academic learning and practical knowledge. Students are introduced to new technologies, software and trends in the field of architecture, which is reflected in their academic work. Some Samwad lectures such as, Sound and Acoustic, Design Thinking, Sketching, new trends in Architecture prove to be helpful in enhancing their skills in building technology and design. Anti-ragging and sexual harassment, personality development, importance of counseling, AIDS awareness, Plastic ban, etc inculcated social values among students.

## 6. Problems Encountered and Resources Required:

- The success of programs and its measure is an intangible entity as well as the gestation period is infinity.
- It takes some effort on part of the faculty to make students understand the importance of these sessions as they are outside the curriculum.

- The time slots are allotted in the institute time table, hence students from other colleges are not able to attend these sessions.

## 7.3 Institutional Distinctiveness

### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Answer:

Modern civilised society is surrounded by the built environment created by formally trained or untrained architects. As the renowned architect Frank Lloyd Wright said; "The mother art is architecture. Without an architecture of our own we have no soul of our own civilization. Architecture is also defined as art and science of designing the built environment. Architectural education began as a tradition of Master Builder and then the Atelier format under the wings of a Master Architect. Formal training to become an architect is only a few centuries old. It began in India more than a hundred years ago. The profession was formalised in India less than fifty years ago when The Council of Architecture was established.

Marathwada Mitra Mandal started College of Architecture in Pune in 1985, which was the first private affiliated college with then known as University of Pune, now Savitribai Phule Pune University, with an aim to train professionals who can contribute positively to the built environment and support the cause of the trust "welfare of masses". As the institute evolved its philosophy, it was realised that architecture education needs to be broadly segregated in the three main verticals and each of the vertical designed to interact and collaborate with each other. These three verticals were identified as Design, Technology and Humanities.

Prof. Christopher Charles Benninger, a renowned American architect and academician, now based in Pune was invited to be the Academic Advisor, which he willingly accepted. After fine-tuning our philosophy, faculty members prepared a presentation with all the subjects under the three discourses and their interaction with each other. This presentation was given in front of all the core and visiting faculty, academic advisors and the members of MMM management. This effort was appreciated by all and specific suggestions and advise was given by Prof. Benninger in his discourse for all. He then guided us for a path ahead and encouraged us to contribute more in the field of architecture education globally.

This was a very useful exercise which was followed by many other, specifically to be mentioned Research symposium on "Architecture education and its challenges" where three experts from the fields of Design, Technology and Humanities were invited to address a group of faculty members from all over Maharashtra. This was again a step further in this journey to evolve our ideas. During the course of the academic year, we invite many renowned professionals such as Ar. Girish Doshi, Ar. Ram Paradkar, Ar. Prabhu Atre and many more to guide us through this path of excellence to which the institute is committed wholeheartedly.

MMCOA has always been engaged in social aspects of architecture education, and this philosophical evolution has given us a new direction toward this cause. The salient points of the three verticals are mentioned below.

#### Design

Design knowledge involves Acquisition, Assimilation and Application of the information and skills multi-disciplinary, multi-dimensionally and iteratively through unique quality which is otherwise termed as – Design Thinking

The study tours always have an integrated design approach wherein the student have to design on an identified site in the study area of the selected settlement. Design assignments are also framed based on the societal needs of the settlement.



Social education and awareness extends to organizing various lectures, MMCOA has taken a step forward by participating and initiating a number of social activities such as, cleanliness drive, Plastic ban initiative, E-waste collection, Poster making competitions and various events through curricular and co-curricular activities.

### Technology

To make students aware of the practical application of integration of the technology topics in real time situations, we have many interactive sessions and site visits and market surveys for experiential learning. Computer and IT related education is taken care of throughout the course duration.

Exposing students to indigeneous and vernacular technologies whilst on study tours in order to enlighten them of socially responsive and inclusive technologies and its relevance in current hi-tech market trends.

### Humanities:

Focus on aspects of anthropology, sociology, linguistics, philosophy, history, political science and understand their connection with architecture which deal with human society, civilization and culture is emphasised wherever possible.

Universals under humanities- Arts and Leisure, Basic Needs, Values and Beliefs, Communication and Education and Technology focusing on Social Awareness through Values and Morals are stressed upon during the course duration.

Architectural development with reference to time, space and people is emphasised while encouraging and motivating students to carry out research in socially relevant subjects as per their own sensitivities.

Architectural education is a multi-faceted field due to the complexity of the social and cultural aspect normally associated to it. The expanse of Architectural Design deals with built environment and also incorporates value system, philosophy, sustainability, technologies and other related areas. We at MMCOA are committed to evolving philosophies with changing societal needs and time and impart architectural education to help the society in the best possible manner.

### Extended Profile

#### Program

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

**Answer:** 110

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

*Number of programs offered year-wise for last five years*

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

**Students**

*Number of students year-wise during the last five years*

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
284	220	186	170	180

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
40	40	40	15	15

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
26	10	37	59	31

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

**Teachers**

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

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
19	19	20	18	21

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

**Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
19	19	20	18	21

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

**Institution*****Total number of classrooms and seminar halls*****Answer:** 15***Number of computers*****Answer:** 50***Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)*****Answer:**

2018-19	2017-18	2016-17	2015-16	2014-15
77.22	129.46	145.32	78.69	48.14

**Conclusion*****Additional Information :***

Parent body: Marathwada Mitra Mandal Trust

Recognised by: Council of Architecture, New Delhi, India and Directorate of Technical Education

Affiliated to: Savitribai Phule Pune University, Pune, Maharashtra,

Recognised by: All India Council for Technical Education

Website: [www.mmcoa.edu.in](http://www.mmcoa.edu.in)***Concluding Remarks:***

Marathwada Mitra Mandal trust is committed to excellence in education with an objective of "Welfare of masses". Among the other institutes under the aegis of the MMM trust, Institute of Management Education Research and Training has received an A+ Grade from NAAC, and Marathwada Mitra Mandal's College of Engineering, Marathwada Mitra Mandal's Institute of Technology, Shankarrao Chavan Law College and Marathwada Mitra Mandal's Commerce College have received A Grade from NAAC. This itself shows the path of Excellence in Education, chartered by the parent body under which MMCOA is the first institute set up by the trust in 1985. Since then, MMCOA is consistently serving the society by producing quality professional Architects who have created names for themselves in profession over the years, nationally and internationally.

Good quality of infrastructure, students and faculty, along with affiliation with a renowned Savitribai Phule Pune University, approval of AICTE and recognition by the Council of Architecture has helped in giving quality education to the deserving students for more than three decades.

## EXCLUDED METRICES

### List of Excluded Metrics

#### 1 Curricular Aspects : Weightage ( 100 )

##### 1.1 Curricular Planning and Implementation : Weightage ( 20 )

Ref No	Details of Metric	weightage	Metric Performance
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	5	5.15

#### 2 Teaching-learning and Evaluation : Weightage ( 350 )

##### 2.2 Catering to Student Diversity : Weightage ( 50 )

Ref No	Details of Metric	weightage	Metric Performance
2.2.3	Percentage of differently abled students (Divyangjan) on rolls ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	10	0

#### 3 Research, Innovations and Extension : Weightage ( 120 )

##### 3.1 Resource Mobilization for Research : Weightage ( 10 )

Ref No	Details of Metric	weightage	Metric Performance
3.1.1	Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs) ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	3	0

3.1.2	Number of research projects per teacher funded, by government and non-government agencies, during the last five year ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	7	0
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#### 4 Infrastructure and Learning Resources : Weightage ( 100 )

##### 4.3 IT Infrastructure : Weightage ( 30 )

Ref No	Details of Metric	weightage	Metric Performance
4.3.4	Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) ( Metric Type : <b>Direct</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Y/N</b> )	1	No

#### 5 Student Support and Progression : Weightage ( 138 )

##### 5.1 Student Support : Weightage ( 50 )

Ref No	Details of Metric	weightage	Metric Performance
5.1.2	Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )	12	0.43

##### 5.4 Alumni Engagement : Weightage ( 18 )

Ref No	Details of Metric	weightage	Metric Performance
5.4.2	Alumni contribution during the last five years(INR in Lakhs) ( Metric Type : <b>Direct</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>MC</b> )	4	<1 Lakh

#### 6 Governance, Leadership and Management : Weightage ( 100 )

##### 6.4 Financial Management and Resource Mobilization : Weightage ( 20 )

Ref No	Details of Metric	weightage	Metric Performance
6.4.2	Funds / Grants received from non-government bodies, individuals,	8	0

	Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs) ( Metric Type : <b>Derived</b> , Question Type : <b>QN</b> , Evaluation : <b>By DVV</b> , Nature : <b>Value</b> )		
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## ANNEXURE

### 1. Metrics Level Deviations

Metric ID Sub Questions and Answers before and after DVV Verification

Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

Answer before DVV Verification:

1.2.3

2018-19	2017-18	2016-17	2015-16	2014-15
247	123	80	93	146

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
202	123	74	62	146

Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years

1.3.2

Answer before DVV Verification : 40

Answer after DVV Verification: 06

Remark : As per the HEI there are 07 value-added courses imparting transferable and life skills offered during the last five years. The Aarambh week orientation is not a course and not considered. As per the HEI data.

Percentage of students undertaking field projects / internships

1.3.3

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 270

Answer after DVV Verification: 270

1.4.2

Feedback processes of the institution may be classified as follows:

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: C. Feedback collected and analysed

Remark : The HEI was requested to provide link to the action taken report on the website as proof

its claim. the HEI has not provided the ATR neither as an attachment nor as a link on its website. The analysis of the feedback on curriculum signed by the principal for the AY 2018-19 was also requested to be attached. This has been provided. based on the HEI response.

Average percentage of students from other States and Countries during the last five years

2.1.1.1. Number of students from other states and countries year-wise during the last five years  
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	6	3	4

2.1.1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
03	04	03	00	03

Average Enrollment percentage

(Average of last five years)

2.1.2.1. Number of students admitted year-wise during the last five years

2.1.2.2. Number of sanctioned seats year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
80	80	80	30	30

2.1.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
81	80	80	30	60

2.1.3

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25	26	24	12	9

Answer After DVV Verification :

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2018-19	2017-18	2016-17	2015-16	2014-15
29	27	26	12	10

Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 24

Answer after DVV Verification: 19

Remark : The number of teachers using ICT for effective teaching with Learning Management Systems (LMS) cannot be more than the number of full time teachers during that year.

Ratio of students to mentor for academic and stress related issues

2.3.3

2.3.3.1. Number of mentors

Answer before DVV Verification : 21

Answer after DVV Verification: 19

Remark : The number of teachers detailed to mentor students for academic and stress related issues cannot be more than the number of full time teachers during that year.

Average percentage of full time teachers with Ph.D. during the last five years

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	0	0	0

2.4.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	00	00	0

Remark : Only Dr Supriya Nene is eligible. The claim of the other faculty as eligible is not valid. The name Shubhangi Shirole does not match the name Shubhangi Sharadchandra Kadam in the PhD. Further the claim does not hold for the year 2018-19. The HEI list of teachers with 2.1 does not have teacher by the name Gokhale Medha Vijay.

Teaching experience per full time teacher in number of years

2.4.3

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 327 years

Answer after DVV Verification: 98 years

Remark : As per the HEI data attached with the Metric in response.



## 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	5	4	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	00	00	00	0

Remark : The HEI has claimed awards for AESA Pune which is Constituted as a Society and registered as a Trust, AESA is a non-profit voluntary organisation. This society is local and the awards do not qualify as awards from state /national /international level from Government recognized bodies. Award (certificate of appreciation) by IIAr Pune to Dr Supryia in 2018-19 is considered as eligible. Award to Dr Supriya in Feb 2019 is with in the same AY and also does not qualify as eligible under this Metric. (By SB College of Architecture).

Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30	38	33	19	7

3.2.2 Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The HEI was advise that the Activities listed did not qualify as workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. E-copy of brochure/invitation letter of workshop /seminar were requested to be attached. Only activities with a bearing on Intellectual Proper Rights, Innovation practices, and Industry- academia initiatives can only be considered here. The HEI has not attached any report with the Metric. Support document in the form of a report with photographs must be attached. this has not been provided. The lists contain non qualifiers.

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The HEI was advised that it had attached policy and assistance for research and research publication and not for teachers who receive state, national and international recognition/awards. The HEI attention was drawn to the focus of the Metric if the institution provided incentives to teachers who received state, national and international recognition/ award. The HEI has not attached any policy as requested in support of its claim.

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

3.3.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	2	4	4

3.3.3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

Remark : Only 2056-9467 2056-9459 are listed on

<https://ugccare.unipune.ac.in/Apps1/User/WebA/SearchList> the HEI quoted journals do not qualify on ugc-care list.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	04	04	04

3.3.4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	01	01	01

3.4.2

Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from

Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	3	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., 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/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	22	2	4	3

3.4.3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	0	0

Remark : The HEI has not provided any proof of the activities of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years.

3.4.4

Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
228	181	52	29	118

Answer After DVV Verification :

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2018-19	2017-18	2016-17	2015-16	2014-15
198	181	52	29	118

Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

3.5.1

2018-19	2017-18	2016-17	2015-16	2014-15
49	32	48	69	40

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
31	30	43	63	33

Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

3.5.2

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	1	5	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	1	5	1

Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 15

Answer after DVV Verification: 15

4.1.4

Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20.9	18.5	11.3	6.36	6.50

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14.66	13.11	18.22	4.64	5.87

Remark : As per the HEI annual audited sheet balance sheet attached with the Metric in response.  
Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

4.2.4

2018-19	2017-18	2016-17	2015-16	2014-15
3.57	4.07	2.83	2.25	5.45

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3.57	4.07	2.83	2.25	5.45

Available bandwidth of internet connection in the Institution (Lease line)

4.3.3

Answer before DVV Verification :  $\geq 50$  MBPS

Answer After DVV Verification: 35-50 MBPS

4.4.1

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
37.0	27.2	27.5	40.9	21.0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.27	18.19	5.58	2.38	3.97

Remark : As per the HEI annual audited sheet balance sheet attached with the Metric in response.

Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

5.1.3 6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: D. Any 4 of the above

Remark : The HEI has claimed Declamation Competition and Blue Print Design as Language lab. The web page for the Language lab does not support its establishment. The HEI was requested to provide a copy of the time table, certified by the principal, for remedial classes and bridge courses for 2017-18 and 2018-19. This has not been done. No attendance these has been provided.

Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
100	88	36	57	33

5.1.5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The HEI was requested to provide a certificate that these training programs were not part of the normal curriculum and have also not been included in the Add-on courses. The HEI has not attached any additional/ requested information /data.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	10	59	43	23

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
03	02	04	0	0

Remark : Only appointments through campus placement drive are eligible. Most of the letters addressed are on addresses other than that of the college. No copy of appointment letters is marked to the college. The names in the HEI list do not match the appointment letters.

## 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	5	5	7	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	02	04	0	0

### 5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	5	5	7	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

1	5	5	0	0
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Remark : As per the result cards of GRE and the State MARCH (CET) result attached.

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) 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:

5.3.1

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

5.3.3

2018-19	2017-18	2016-17	2015-16	2014-15
16	18	18	15	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
05	5	05	09	6

Remark : DJ is neither cultural nor sports activities / competitions. Fun games Architect day and traditional day not considered.

5.4.3

Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15



1	6	4	2	2
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

Remark : As per the attached data and documents supporting Alumni Association /Chapters meetings with photographs. October 30, 2018 and June 2018 meetings considered.

Implementation of e-governance in areas of operation

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

6.2.3

Answer before DVV Verification : A. All 5 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : The HEI has attached purchase order and invoice dated Nov 2019 for Smart school MIS. The HEI did not attach invoice for Tally. based on the screen shots Tally, Student Admission and Support and Examination considered. The software purchases do not show in the annual balance sheets.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	12	3	4	7

6.3.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
22	13	3	4	7

6.3.3

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

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

Answer before DVV Verification:

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2018-19	2017-18	2016-17	2015-16	2014-15
11	3	3	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	0	3	0	1

Remark : Benefits of Yoga is considered as non eligible activity as professional development / administrative training programs organized by the Institution for teaching and non teaching staff. This activity has been claimed in section 7. The HEI has not attached reports and photographs of the activities.

Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	15	10	15	15

6.3.4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
06	00	02	00	01

Remark : The HEI has claimed 01/2-3 days activities which are not eligible. As per the attached data.

6.5.3

Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
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09	0	0	0	0
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Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

7.1.1

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	2	4	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	2	1

Percentage of annual lighting power requirements met through LED bulbs

7.1.4

7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)

Answer before DVV Verification : 48600

Answer after DVV Verification: 48600

7.1.4.2. Annual lighting power requirement (in KWH)

Answer before DVV Verification : 48600

Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

7.1.8

2018-19	2017-18	2016-17	2015-16	2014-15
2.25	3.17	2.25	1.50	0.75

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : No details were included in the data with the SSR. The HEI did not attach photographs showing Greenery on campus and waste management system. No data has been provided in response.

## 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : A. 7 and more of the above

Answer After DVV Verification: C. At least 4 of the above

Remark : As per the attached data the HEI has provided geotagged photos of Lift, ramp, proof of Wheel chair, Scribe and Ramp. The toilets are considered not Differently abled (Divyangjan) Friendly. The HEI has not provided invoice for Braille but considered.

Number of Specific initiatives to address locational advantages and disadvantages during the last five years

7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	3	1	1

7.1.10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	01	00	00	00

## 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	8	7	6	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	00	1	1	1

Remark : The collaborative activity with MMCA and IIA is not considered an initiative taken to engage with and contribute to local community.

The institution offers a course on Human Values and professional ethics

7.1.15 Answer before DVV Verification : Yes  
Answer After DVV Verification: No

Remark : The HEI was requested to include an attested copy of the syllabus of the course covering Human Values and professional ethics. The HEI has included general courses which are not course on Human Values and professional ethics.

Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

7.1.17

2018-19	2017-18	2016-17	2015-16	2014-15
11	5	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	0	1	0

## 2.Extended Profile Deviations

ID Extended Questions

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
23	10	59	43	23

1.3

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
26	10	37	59	31

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

Answer before DVV Verification:

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2018-19	2017-18	2016-17	2015-16	2014-15
24	29	22	25	21

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	19	20	18	21

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	20	21	19	22

2.2

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	19	20	18	21

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
86.73	142.57	163.54	83.32	72.79

3.3

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
77.22	129.46	145.32	78.69	48.14