



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

THAKUR SCHOOL OF ARCHITECTURE AND PLANNING

**B- BLOCK, THAKUR EDUCATION CAMPUS, SHYAMNARAYAN THAKUR
MARG, THAKUR VILLAGE, KANDIVALI (E)**

400101

www.tsapmumbai.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Institution:

Thakur Education Group (TEG) is a Visionary Founding of Shri V.K. Singhji as the Chairman of the Trust. Starting with the first school in 1989, the trust has now **more than 21 Institutions under its banner**. The trust is serving to a **student strength of over 50000 pupils**, studying under variety of programs and levels **from KG. to PhD** programs.

The trust is known to provide state of the art infrastructure, at par with international standards. Thakur School of Architecture and Planning is under the aegis of Zagdusingh Charitable Trust (ZCT).

The **Thakur College of Engineering and Technology (TCET)** is a well established **Institution with NAAC A grade** and a history of laurels for patenting, innovation, placement, research and awards at National and international levels. The **Thakur Institute of Management Studies & Research (TIMSR)** is **NAAC A+** accredited institutions with high ranking. Thakur Global Business School (TGBS) is an emerging Institution with involvement of International Exposure and collaboration.

Thakur School of Architecture & Planning made a humble **beginning in 2014-15** (*with an intake of 80 students and currently has an intake of 120*) in the suburbs of Kandivali, Mumbai, as a **Private Self financed Hindi Linguistic Minority Institute** under the aegis of **Thakur Education Group**.

The Institute is affiliated with the University of Mumbai. The program is approved by the Council of Architecture, New Delhi and All India Council of Technical Education, New Delhi. The Institution is **recognized under 2f of UGC Act of 1954**. Thakur School of Architecture and Planning is **Certified under Educational Organisations Management System (EOMS) ISO 21001-2018**. The Institution has **Membership of United Nation Academic Impact (UNAI) since 2021**. The Institution has **recognized Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC)** Institution under Mahatma Gandhi National Council of Rural Education Department of Higher Education, Ministry of Education Government of India, *since 2020*.

The Institution has been awarded as the **Times Icon Top Institution for Architecture in Mumbai by Times Survey for Four Consecutive Years from 2018-19 to 2021-22**. The Institution has a **Students Chapter of Confederation of Indian Industries (CII) Indian Green Building Council (IGBC) from 2022**. The Institute has been **recognized as SWAYAM NPTEL Local Chapter since 2023**.

Location:

TSAP is **strategically located** in the residential neighborhood of **Thakur Village in Kandivali (East) of Mumbai**. The **lush green self contained well planned township, offers safe and self sufficient calm and serene neighborhood**. The Institution being part of active suburban locality, **equipped with state of the art infrastructure is easily accessible** for the local commuters.

Vision

Aspire to emerge as a distinguished Institute known to nurture **Socially Responsible Creative, Innovative and Competent professionals** through **Universal Human Value-based education**.

Mission

- To emerge as a **pioneering Institute**.
- To facilitate and nurture virtues of **Research, Entrepreneurship and Leadership**.
- To **develop competency** in application of appropriate contemporary technologies.
- To provide **Sustainable, Environment friendly & Affordable solutions** for the benefit of the Society.

As a Commitment to contribute in Nation building, **Thakur Education Group believes in providing high quality education standards and offers its students the opportunity to learn in a competitive and challenging environment.**

The institute believes in nurturing Smart *Environment Conscious Professionals* through Value based Education.

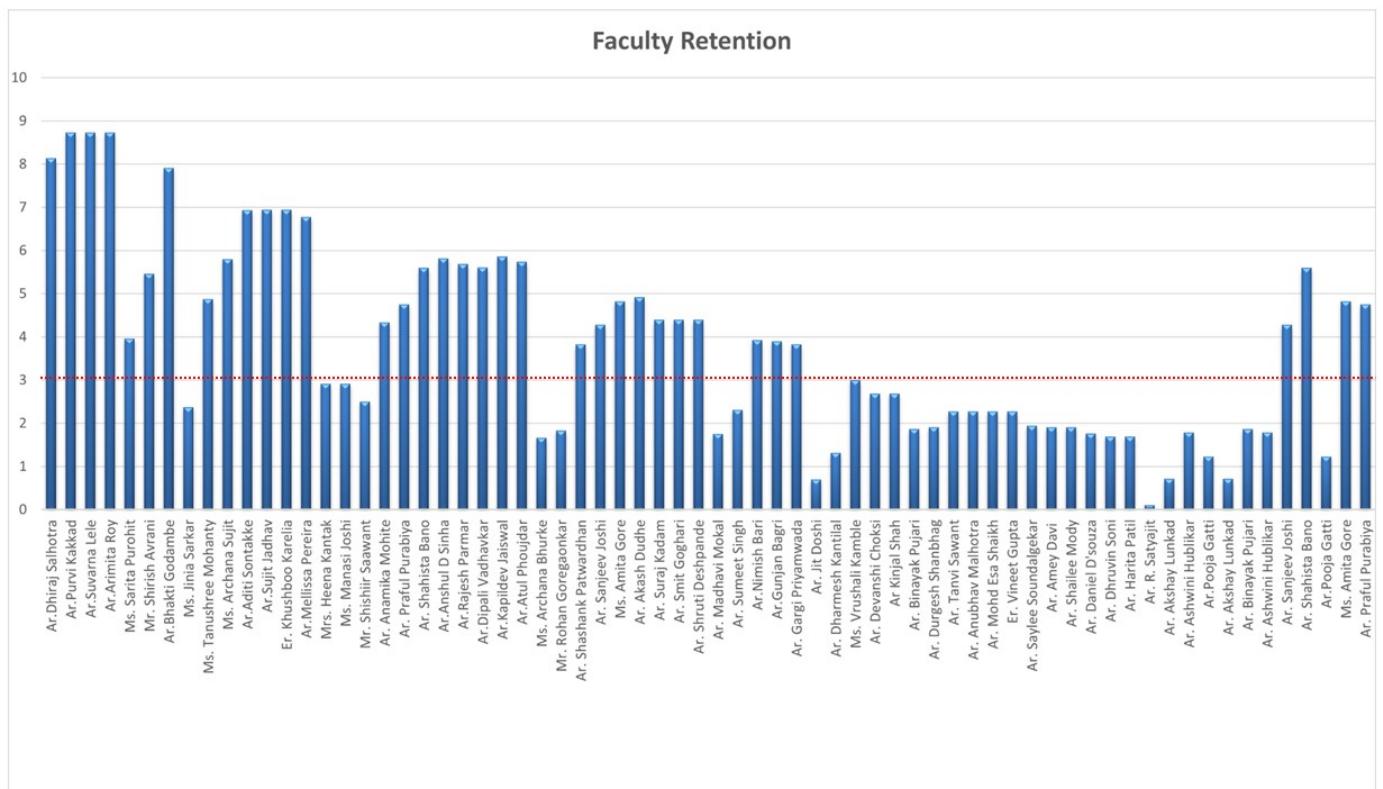
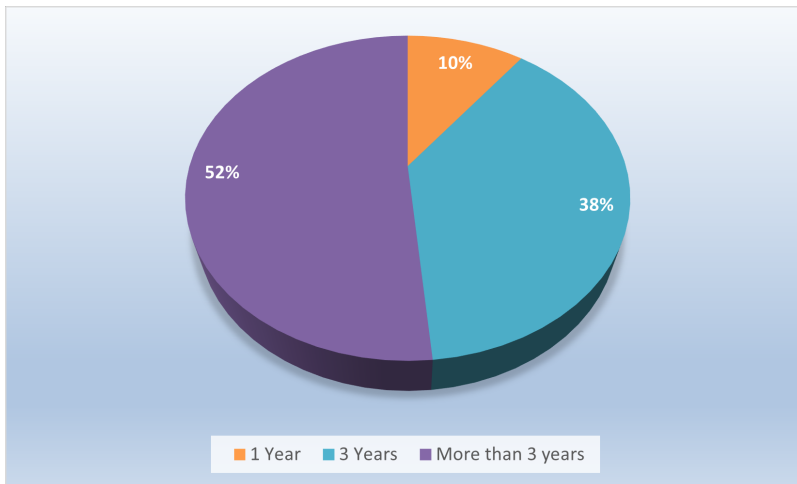
The Institution is driven by the mandate *'With the Power of Knowledge, Celebrate life'*.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

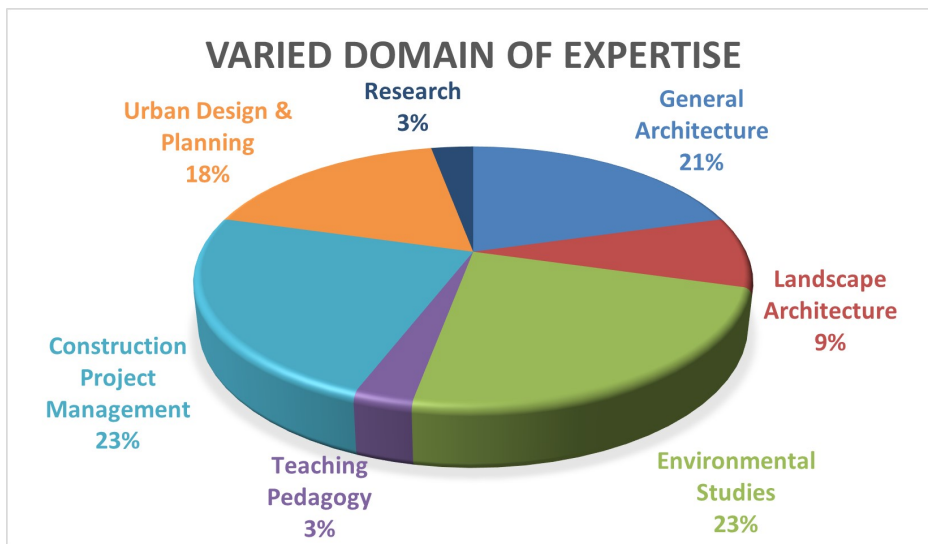
Institutional Strength

- We are under the Visionary Management of **Thakur Education Group known for providing world class Education**.
- The Institute is a part of **Thakur education campus offering a variety of programs** that facilitate ease of sourcing and utilize expertise of available human resources.
- The **campus is in midst of a serene and safe neighborhood**, the commercial capital of the nation, providing easy access to contemporary urban infrastructural and architectural projects in vicinity.
- The campus is fully equipped with **state-of-the-art infrastructure** such as
 - **High-end digital labs** with advanced workstations & Licensed Softwares.
 - **Workshop space equipped with tools** for use.
 - **Material museum and Dedicated Exhibition space**

- **Design cell** with high end workstations
- **ICT equipped and enabled studios** & support facility
- **Safe and secured campus with CCTV** surveillance
- Institute offers **fully operational Incubation Cell** for its Graduates, to undertake Entrepreneurship and Innovation projects.
- Institution offers **national & international exposure** to its students through immersion programs,
 - **International exposure** - the Institute has conducted International Study tours to over 5 Countries and studied over 12 International Cities
 - **National exposure**- Domestic Study tours over 8 States in India covering study of over 20 Cities & Townships
- The Institute has **collaborated with over 8 NGO's** & has an active presence in Social Initiatives of the City
- Institute has completed several certified programs with more than 800 certified participants through
 - **Expert Seminars** from National and International level resource persons &
 - **Certified hands-on Workshops since inception**, at Campus and offsite across India
- The institute has been awarded **EOMS certification for ISO 21001-2018**
- The wide spectrum of **over 50 electives offered by the Institute** is aligned with MVS and covers Entrepreneurship, Managerial Skills, Leadership and Research attitude.
- **Active Students Council and social media** that engages in organizing events and creating awareness throughout the year.
- The Institute has **high retention of faculty** at the Institution.



- Institute has a **qualified staff with an Intellectual pool from multidisciplinary and diverse backgrounds.**



Institutional Weakness

- The Institute is **dependent on the Centralized Admission -process** of the State Government thus **no control on delay of admissions** and inability to achieve desired diversity and quality of students.
- The Institute **does not receive funds and grants through AICTE** as the Institution is **yet to complete 10 years** for becoming eligible for most of the schemes.
- The institute is **unable to initiate substantial design cell activities** due to limited Consultancy projects in hand.

Institutional Opportunity

- We have **scope to have MOUs with Industry** to gain support for their activities under CSR.
- Being in the commercial capital of the country **Industry experts are in easy reach** and our students gain advantage to seek placements with established firms.
- Having state of the art infrastructure the **Institute can act as a venue for hosting technical and industry meet/conference and exhibitions.**
- To **set up consultancy cells and Research cells** of the Institution to **undertake funded Research and Consultancy** projects.
- Having a good blend of experts from varied allied areas, the **Institution can seek to develop specialized master's programs.**
- Mumbai being a hub of construction and high-end services, **students can gain easy access and**

exposure to latest technological breakthroughs.

Institutional Challenge

- We are **unable to achieve complete energy efficiency** by replacement/ retrofitting of existing premises to ensure optimal utilization of its lifespan.
- As the **Doctorate programs in architecture are not available in Mumbai University, pursuing the same is challenging.**
- The Doctorate program in architecture is not a mandated qualification norm by the regulatory body of COA as well as due to lack of available Institutions offering such programs, the **availability of Doctorate faculty is a challenge.**
- Being an Affiliated Institution the **flexibility to develop the course content and program is restricted.**
- As the Institution is **yet to complete its 10 years of establishment** it has **restrictions on receipt of funds and grants.**
- Being Hindi Linguistic Minority- Private Institution- **No central or state grant is applicable** from the Government hence dependant mainly on student fees for meeting the ever increasing cost of running the institute and programmes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated College as a teaching unit is governed by the Syllabus, Academic Calendar, Curricular and Co-curricular schedules as prescribed by the University of Mumbai and the Board of Studies in Architecture. However in the curriculum of Architecture, the University of Mumbai has permitted discretionary flexibility for Institutions to exercise freedom in defining course curriculum and pedagogical approach as per Institutional Strengths and alignment.

The Courses of Allied Design Studio, Electives, College Project are some of the Courses that permit the academic flexibility for exploration. These courses form **25 % of the course curriculum.**

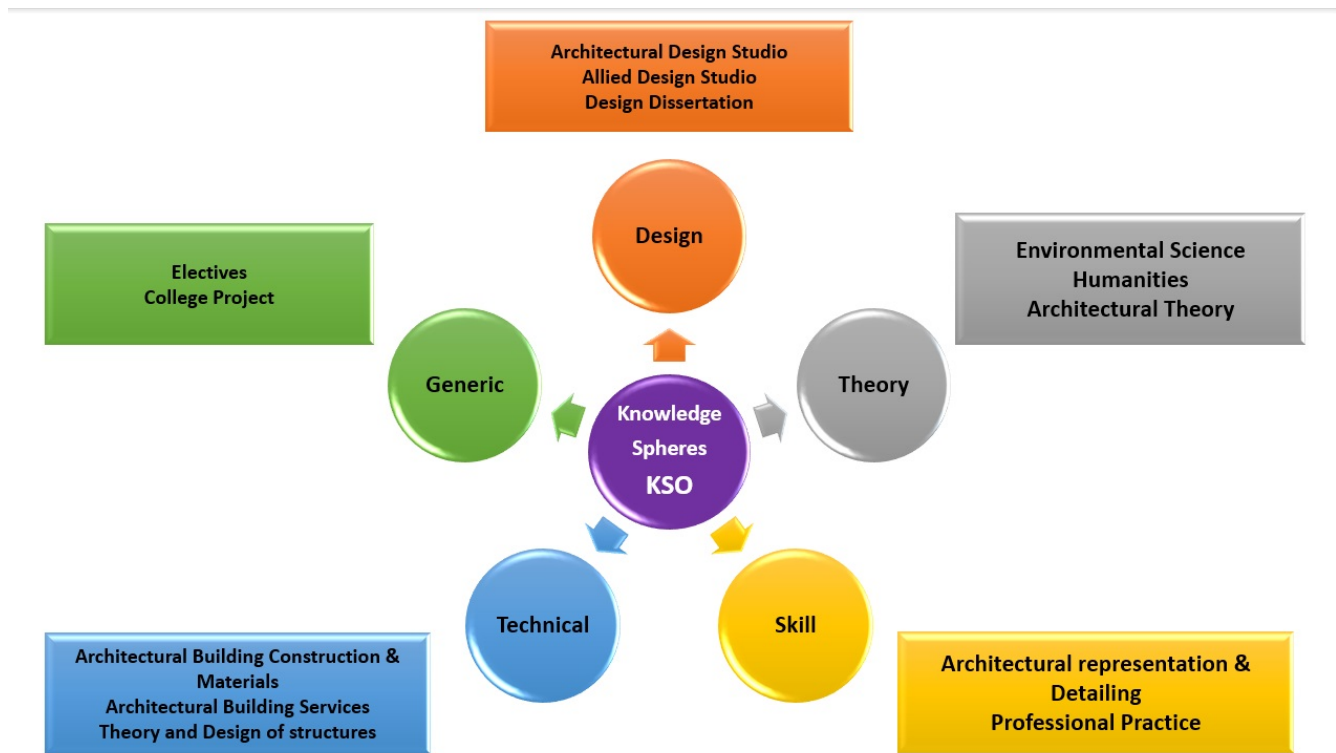
Curricular Planning & Implementation

The Institution has adopted **ISO 19001-2015** & updated **ISO 21001-2018** as a **Quality Management System**

to ensure complete adherence with the Academic and Administrative processes.

Academic Flexibility

The Institution has **developed an Intense Knowledge Sphere System** to integrate various courses in to bundles of pedagogically similar skill sets for **ensuring horizontal and vertical integration** of courses, convenient interdisciplinary integration amongst university prescribed syllabus to permit inclusion of career oriented, multi skill sets and stakeholder review based programs.



Curriculum Enrichment

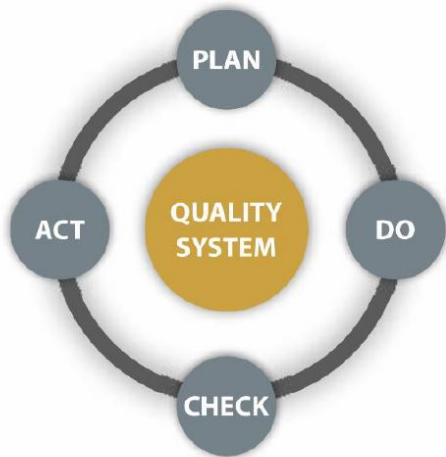
Institute flexibly exercises its academic freedom for the courses that are left to the discretion of the Institution, that are need of the hour. Being a profession oriented program every **student undertakes project work/ field work/ internship** as a part of curricular activity in the Sem VIII out of X semester program.

Feedback

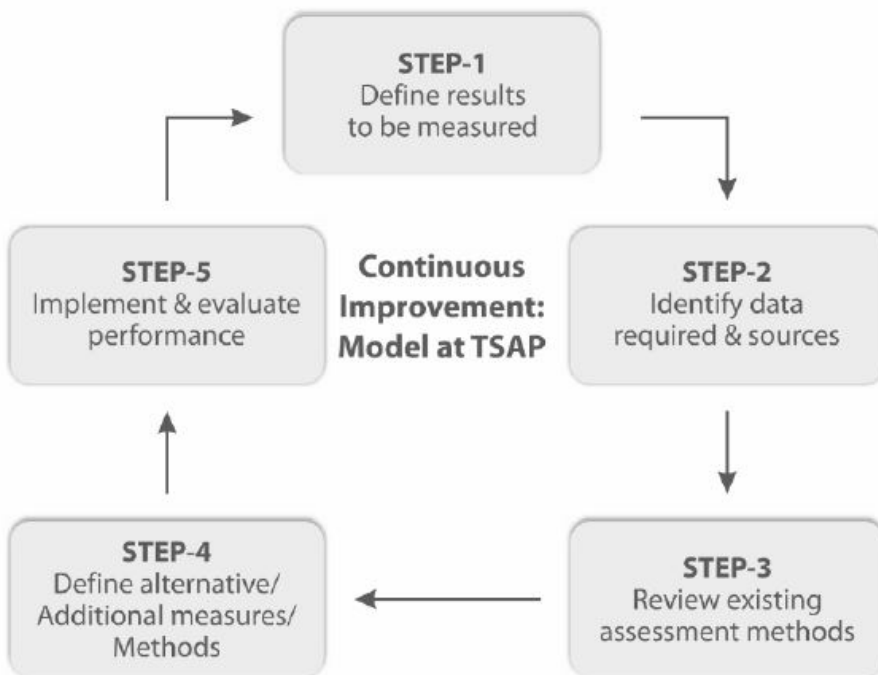
The Institution is tuned with **Plan, Do, Check and Act Cycle**. The Institution has a system of conducting internal academic audits through Knowledge Sphere In-charge for all curricular and co-curricular activities in

real-time during the conduct of curriculum. The Institute also conducts internal and external audits as a corrective measure for all its processes. The Institute also conducts feedback analysis and exercises versatility for timely amendments and policy changes through the Internal Quality Assessment Cell.

Robust Review Mechanism for Continuous Improvement



Continuous Improvement Model



Teaching-learning and Evaluation

1.2.2 Criterion 2- Teaching Learning & Evaluation

The Institute has **adopted 360 Degree Teaching Learning pedagogy** to ensure all learning levels are addressed. **Meticulous Teaching Plans** are prepared with **blended ICT based tools**, to ensure **comprehensive learning**, through **well defined Mode of Conduct**. The Teaching learning process ensures **higher order thinking through Value Added Parameters**. The Institution adopts the practice of **pre-defined Deliverable mode** for ensuring solidarity as well as **parity in the evaluation system**. **Each course utilizes a suitable pedagogy method** during **curriculum conduct based on** the need of each course viz. **Experiential Learning, Participative Learning and Problem Solving**.

The Institute encourages to strengthen and or serve the uniqueness by creating an **action plan for slow, as well as advanced learners**.

Student Enrolment & Profile

Being **Private Self Financed, Hindi Linguistic Minority** Institution, the **Institution does not have provision for Seats under Reserved Categories such as SC, ST OBC etc.** & the **admission** is through **Maharashtra State Level transparent Centralized Admission Process** through State level Admission Regulating Authority (ARA) for distribution of matrix and allotment is as per Govt. directives.

Student Teacher Ratio & Teacher Profile

The Institution follows The **Council of Architecture (Minimum Standards of Architectural Education) Regulations 2020** as prescribed by the **highest regulatory authority for Architecture Education in India**. The norms stipulate the Strength of Full time faculty based on sanctioned intake, their qualification, selection, ratification and appointment of faculty at the Institutions.

Council of Architecture does not insist NET/ SET/ SLET/ Ph.D./ DSc./ D.Lit. for the teaching positions as the Program is unique and very few Institutions prepared for delivery of niche specific programs of Ph.D. in Architecture.

Teaching Learning Process

Our **Teaching Plans are comprehensively developed** that map following areas:

Teaching Methods :	Technique of Conduct of Lecture / Evaluation
M1 : Lecture with Discussion	Lecture (L) ----- T1
M2 : Lecture with Visuals	Audio Visual (AV)----- T2
M3 :Demonstration/ Case Study	Discussion (PS)----- T3
M4 : Group Activity/ Discussion	Practice (P)----- T4

M5 : Presentation on Application	Peer Teaching (PT) ----- T5
M6 : Tutorial/ assignments/ Mock Test/ Viva-Voce/ Time Problems (Esquisse)	Demonstration (DEM) ----- T6
	Expert Seminar (ES) ----- T7

- **Defined Pedagogy Methodology: EL.** Experiential Learning **PL.** Participative Learning **PS.** Problem Solving

Evaluation Process & Reforms

The **Institution Maps the PSO and attainment of COs** through the quality of Internal/ External Assessments using **bloom's taxonomy** in the evaluation process that **follows** the pre determined learning level of the students. The Institute has a definite system of sessional work **evaluation mapped through predefined parameters of Rubrics for each knowledge sphere**. The inclusion of weightage for attendance in the evaluation process is introduced as an institutional reform. The institute has stated policy for Transparent Internal/external assessments.

The Institution has an **active Grievance redressal cell for addressing all concerns in real time that maintains transparency in evaluation system that** enables us to create **higher levels of student satisfaction** over the period of time

Research, Innovations and Extension

Architecture Design course curriculum requires ground research, case studies and contextual studies in each assignment.

The **Institution has sanctioned financial policies and framework** that supports, research, innovation and extension related activities.

Resource Mobilization and Research

The institute has **participated** in the **Mumbai Inclusive Urban Vision project** as a collaborative faculty student program to propose urban design interventions as a part of sponsored research project. Institute also successfully **completed the mission Amrut Sarovar Jal Dharohar sanrakshan under AICTE** by documenting the Traditional water resources at Mandapeshwar caves, Mumbai. The institute has **executed consultancy projects for private organizations** utilizing the research acumen of the institute. The **faculty from institution received grants for the research on 10 areas of the UN-SDG.**

The Institution is yet to complete 10 years from its establishment and thus does not qualify to gain funds and grants from AICTE for several programs.

Innovation Ecosystem

The Institution has initiated programs in collaboration with National Intellectual Property Awareness Mission (NIPAM) for creating awareness. Through TSAP Entrepreneurship and Innovation Cell (TEIC) the institute organizes Immersion programs involving the experts from the Industry to conduct interactive sessions/workshops. Our students **participate in National & International competitions viz. Transparency, INSDAG, Solar Decathlon, NASA along with Students chapter of CII-IGBC, Fire Safety Association of India (FSAI-India) and Ethos Arcause** for research and innovation ecosystem as well as Industry Institute exchange.

The Institute has been recognized as **SWAYAM NPTEL Local Chapter since 2023.**

Research Publication and Awards

The Institution **has formed its sponsorship policy** for the promotion and support of Research Activities in the Institution. The Institute has its own '**Blog page**' & has been '**knowledge partner**' for **International Conferences**, that nurtures the practice of Writing amongst faculty and Students while addressing the agenda of Innovation and Sustainable practices.

The **faculty and students have collaboratively and individually contributed** in research publications at National and International level Conferences and Journals.

Very few journals are available for Scopus and UGC for Architecture, The Architecture Professional Journals of *The Indian Institute of Architects and Times Space and People* the publications under editorial board of Council of Architecture are neither Scopus nor recognized under UGC care list.

Extension Activities

Social Responsibility and Sustainability Cell (SRSC) of the institute conducts **extension and outreach with the local communities and collaboration with various Non Governmental Organizational groups** for addressing community issues of **gender/ social inequity, environmental concerns, promotion of sustainable practices, Cleanup & help Donation Drives, rural development and raising the overall level of awareness.**

Collaboration

Institute has **Collaborations with IIT Kharagpur, Politecnico Milano-Italy, ETSAB Barcelona School of Architecture, Indian Green Building Council(IGBC), Fire Safety Association of India (FSAI) and Maharashtra Chamber of Housing Industry (MCHI) , ARCAUSE, National Association of Students of Architecture (NASA)** and other professional bodies for training, knowledge sharing, resource sharing and workshops. The students of the institute have been placed in various firms spread across the City as well as Nationally and Internationally.

Infrastructure and Learning Resources

The **Institution has incrementally expanded its infrastructure facilities** to develop its labs and other facilities to meet the requirements of the Industry and adopting emerging areas of technology.

Physical facilities

The augmentation of **infrastructural facilities are in alignment with the guidelines on standards specified by Council of Architecture**, however the **Institution facilitates beyond** the specified requirements viz. Digital Lab, Material Museum. **Being a part of the larger ecosystem on campus** the Institute utilizes the available facilities on campus as shared infrastructure viz. **Study Skill Centre, Consciousness lab, Fabrication lab, Virtual Reality Lab, Civil Material testing lab etc.**

Library as a Learning Resource

The Institute has **KOHA software for e- access and has subscription for e-journals** as well as various e-resources. The **Library Committee maintains a repository of E-books, Periodicals, Magazines, Materials** Prepared by teachers as **Teaching Aids as E- Reference Resource** & conducts activities viz. reading sessions, **update of all latest procured books on notice board, holding exhibition of books for selection** and recommendation, book review meetings and likewise. **Book bank facility is available** for the students.

IT infrastructure

The Institution has **defined IT policies for procurement, upgradation, facilitation and maintenance of IT infrastructure** that ensures **high speed bandwidth of 100 Mbps wifi** that enables **E-learning in campus**. The Institute has shared access, to utilize hi tech interactive seminar halls for two way conferences and interactive online sessions. **The Institution has Biometric, CCTV surveillance and ERP based systems.**

Maintenance of Campus Infrastructure

All the infrastructural facilities are kept under **renewed Annual Maintenance Contracts** at the time of Purchase procedure, before the beginning of each Academic Year to ensure & upkeep the quality performance . **As per the ISO protocols the audits** of the user expectations and the **performance of the facilities are reviewed from time to time.**

Student Support and Progression

The Institution is able to map the student progression through meticulous planning and student centric mechanism that ensures **inclusive policy for all kinds of learners**. Institute through its **review committee**

audits is able to map and identify the effectiveness of teaching learning curriculum. **Transparency and clear communication in real time for redressal.** The **TSAP Career Advisory Cell** recommends addition in course content and or mode of delivery **to make the program industry ready.**

Student Support

The Institute **receives admissions** from reserved category students **through the centralized admission process.** The **institute ensures** all such admitted students are provided with necessary **guidance support for the availing the benefits of scholarships,** though the Institute does not have mandated seats for reserved category candidates that qualify to receive scholarships and free-ships from Government,

Those students requiring financial support and not being under any category are provided with relief in the form of **financial support from institute** and availing scholarships or free-ships through philanthropic organizations.

The Institute has forums such as **SC/ST Cell, Women's Cell, Anti Ragging Cell and the Grievance Redressal Cell** address issues of all stakeholders.

Student Progression

The **Comprehensive Annual Calendar** is an **effective tool to map all the curricular, co-curricular & extracurricular activities of the Academic Year.** Most of the students concerns are resolved at the start point itself by Class and Course In charges through Academic Committee. The **maintenance of hierarchical system and clear lines of communication** as well as immediate resolution by proactive working is amongst the best practices of the Institution.

Student Participation and Activities

The Concept of '*Vasudhaiv Kutumbakam*' is to describe the '*Universal Being*'.

The **Social Responsibility and Sustainability Cell (SRSC) & Student Development and Welfare Association (SDWA)** is in continuous engagement of its activities for addressing and participation in the neighbourhood activities to bring about societal transformation through active participation to inculcate the Universal Human Value.

Alumni Engagement

The First batch of the Institute Graduated in 2019 and have the registered Alumni Association, the Institution has maintained a cordial connect with all its members and kept an **active engagement through** activities such as **alumni talk series** (*on Career Opportunities, placement, latest Skill sets*), **alumni meet and alumni portal,**

Mentoring & assessments.

Governance, Leadership and Management

The Institute is supported by its **visionary management** in all its endeavors. The Institution has **adopted quality policy** and aligned itself with **ISO Certified Quality Management System** that is **validated through audits internally and external** agency for ensuring adherence and fulfillment of all its compliances since 2019.

Institution Vision & Leadership

The vision is to emerge as a distinguished Institute known to nurture **Socially Responsible Creative, Innovative and Competent professionals** through **Universal Human Value-based education**.

The **vision of the leadership** is **in alignment with the broad outlines of the NEP** that aims for diversifying & opening newer spheres of knowledge. The administrative and the quality enhancement requirements are incorporated through suggestions from the Governing Council & Advisory Board, IQAC, CDC, ISO process owners, Key Result Area Incharges, Knowledge Sphere heads, Exam Committee, Purchase & Maintenance dept. and the Student council.

Strategy Development and Deployment

On the basis of **inputs received from the incharges of various Key result areas, Knowledge Sphere, Advisory board, CDC and recommendations recorded by Academic and Administrative Audit meetings action to be taken reports are prepared** to map the institution goals. the same is communicated to various stake holders and compliance reports are documented. The procedure adopted is recorded in the form of Annual report addressing all areas. The same is presented to the Governing Council for continual improvement of the institute.

Faculty Empowerment Strategies

The Institution has **Research and Faculty Development committee** to receive, scrutinize and recommend appropriate programs democratically through the **Teachers Training Program Policy** document for the same. The recommendations of HOI and Knowledge Sphere heads are received by the Research and Faculty Development Committee while allocating the same, as per the **Sponsorship policy of the institution**. The **institute takes efforts to increase competency of staff** through supporting participation in teachers training programs, Industry immersion programs sponsoring quality research and providing opportunity to update career growth through Career advancement scheme.

Financial Management and Resource Mobilization

The Institution has a **financial policy for all proposals** received from the Institutions to address the areas of Research, Consultancy, FDP and MDPs as applicable for Career Advancement and setting up a culture of progressive development. **Institution prepares its financial budget through recommendations received from all its stakeholders regarding the identified areas of development.**

Internal Quality Assessment System

The Institution had formulated a **quality assurance system by adopting ISO 9001-2015** from 2019 to 2021. The guidelines shaped the Institutional processes with the student centric framework as the procedural alignment was formed under the ISO in charge. In 2022 the Institution adopted **(EOMS) ISO 21001 2018** with refined guidelines specifically suitable for Educational Institutions under the recommendation of the IQAC of the Institution to formulate the quality assurance and furthering its conformity. **The institute mapped the NAAC criterias in the QMS manual of ISO** to ensure the qualitative check and compliance.

Over the period of time the **Institution has developed a robust QMS Manual and identified several Policy documents that has streamlined the quality assurance system.**

Institutional Values and Best Practices

The Institute **believes in progressive thinking and continual improvement**, as a key to achieve the quality benchmark that it sets for itself, for emerging as a pioneering and distinguished Institute known to **nurture Socially Responsible Creative, Innovative and Competent professionals through Universal Human Value-based education.**

The Institution has a **QMS-Manual** in place and **aims to implement best suitable practices for reinforcing and achieving the Vision, Mission** set by the Institution,

In this endeavor the **Institutional Best practices** can be identified in following areas:

- **Student Centric Teaching Learning and Evaluation System.**
- **Transparent and Efficient Examination process** that has been applauded in every Quality Certification Cycle.
- The contribution of **Institutional Blog page** in promoting the culture of writing amongst teachers and students.
- The **versatility to experiment with courses** (Allied Design Studio, Electives & College Project) that have been given freedom by University of Mumbai for exploration in syllabus.
- The **overall ambience of student satisfaction and culture of redressal in realtime.**
- **Hands on and certified workshop based training.**

- **Thrust on learning from Indian Knowledge Systems** in all areas as a primary source of information, though it is still in the nascent stage of Institutional practice.
- The **Selection of Single venue study tour with focused study on context** of the region at all levels instead of a travel program of multiple destinations in one.

However, the following two best practices are chosen for elaboration:

1. **Quality Management System (QMS)** through ISO Certification
2. **Knowledge Sphere** based system for integration of courses

Institute Distinctiveness

The Institution is best committed and driven through the idea of '*vasudhaiv kutumbakam*' and '*Environment Consciousness*' is the area of distinctiveness, that Institution has inculcated, in all its endeavors and mapped in all curricular, co-curricular and extracurricular activities.

The Institution has been awarded Membership as the **United Nations Academic Impact Institution (UNAI)** for supporting the agenda of **UN- SDG** (Sustainable Development Goals)

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	THAKUR SCHOOL OF ARCHITECTURE AND PLANNING
Address	B- Block, Thakur Education Campus, Shyamnarayan Thakur Marg, Thakur Village, Kandivali (E)
City	Mumbai
State	Maharashtra
Pin	400101
Website	www.tsapmumbai.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dhiraj Nandkishore Salhotra	022-67308001	9821759455	022-2846189 0	tsap.dhiraj@gmail.com
IQAC / CIQA coordinator	Dipali Vadhavkar	022-67308002	9820580890	022-2846189 0	iqac@tsapmumbai.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.PDF
If Yes, Specify minority status	
Religious	
Linguistic	Yes
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	08-02-2019	View Document		
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	04-07-2022	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	B- Block, Thakur Education Campus, Shyamnarayan Thakur Marg, Thakur Village, Kandivali (E)	Semi-urban	1013.13	9392.83

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch,Architecture	60	HSC or Equivalent diploma with mathematics	English	120	120

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	3				9				28			
Recruited	1	2	0	3	5	4	0	9	13	15	0	28
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				2			
Recruited	0	0	0	0	0	1	0	1	0	2	0	2
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				14
Recruited	8	6	0	14
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	2	0	5	5	0	10	14	0	37
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	Others	Total	Others	Total	
	5	9	4	9	9

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	231	13	0	0	244
	Female	235	8	0	0	243
	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	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	2	2	1	0
	Female	0	0	1	0
	Others	0	0	0	0
General	Male	22	25	7	17
	Female	16	32	15	21
	Others	0	0	0	0
Others	Male	31	38	22	22
	Female	30	23	31	19
	Others	0	0	0	0
Total		102	120	77	79

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Institute is part of the larger Institutional campus having, Engineering and Management Institutions on campus. Under the Aegis of Thakur Education Group has more than 21 Institutions spread over Five campuses within vicinity of Kandivali, East, Mumbai. The Trust has an action plan lined up to convert itself as a Holistic Multidisciplinary Degree Awarding Deemed University. As a preliminary step Thakur College of Engineering & Technology (TCET) has already acquired the status of being an Autonomous Institution. All Institutions under Thakur Education Group have or are under the process of acquiring NAAC accreditation. With Institutional Standing of over 20 years in the arena of</p>
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Education, Thakur Education Group is well placed to achieve the status and open for alignments essential for adopting to the goals and programmatic requirements with essential flexibility, credit transfers and multiple exit points. The program of Architecture itself is a multidisciplinary program that involves inputs from the field of Design, Technology, Science, Arts, Humanities, Sociology and more. As described in the Syllabus of University of Mumbai, it has been identified as a 'second order discipline or meta-discipline, as a critical attitude, not merely an empirical discipline like engineering that needs/seek/works with data'. Being a Trust with Multi-disciplinary programs under its banner, The Institute is well placed to utilize the wide spread palette of course options that are available already and allow the flexibility that NEP aims to achieve while creating a Student Centric Choice Based Curriculum. The existing culture of shared infrastructure, human and knowledge resources by following a culture of cohesive decision and policy making across all programs shall prove as one of the best practices to ensure a lubricated transition for the Institution to adopt Humanities and Other Sciences with STEM. The current syllabus offered by University of Mumbai, permits the Institution to adopt self developed curriculum content and mode of teaching learning in the courses of Allied Design Studio, Electives and College Project. Though they are only forming 25 % of the total curricular content. The institution is able to explore and map the domains of Environmental Education and Value based Education in all its courses. The Council of Architecture has already proposed a framework that shall permit and offer flexibility to the current curriculum of Architecture Education for introduction of Industry ready specializations, while allowing the student to pursue education in a variety of domains based on the flexible credit choices. The Institution is having adequate resources and is equipped to undertake the same. viz. Site Supervision, Interior Design, Product Design, Valuation Expert, Project Management, Urban Design, Transportation planning, Residential Design, Hospitality Design, Landscape Design and several other multidisciplinary programs that are need of the hour. The Institution is currently engaged in creating a repository of data base on the basis of survey findings through

	<p>documentation of gathered data under various courses. The Institution has engaged its curricular exercises in identifying the issues and preparation of proposals that need to be addressed through Architectural interventions.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Institute has developed an Institutional policy for instructing the candidates on admission to the program of Architecture at the institution for registering and maintaining the documents on the Digital platform of Academic Bank of Credits. The details of the registration process for the students have been displayed on the students notice board along with a sensitization session by the exam section. The Institution has registered with the digilocker NAD portal and has registered under ID NAD 054388, the Profile of the Institution is being updated and the various forms and formats for the uploading of students evaluation reports from the exam section are being processed for updation on the portal. The Institution is yet to complete 10 years from its establishment and is applying for its first cycle of NAAC accreditation. The score by the accreditation shall create the opportunity for the Institution to gain access for international collaboration and internationalization of its credit exchange scores. The limited autonomy available with few courses within the approved syllabus provided by the university of Mumbai along with the draft guidelines given by Council of Architecture identified from a pool of Professional Elective (PE) & Open Electives (OE) that cover Employment Enhancement Courses (EEC) and Skill Enhancement Courses (SEC), is fully explored by the Institution. The Electives proposed by the Institution are developed to address the courses under the heads of Research, Entrepreneurship, Managerial and Employability Skill domains. The Syllabus content development and course outcome mapping is part of the ISO documentation and mapped through meticulous teaching plans. The innovation in course content, pedagogical techniques, references, resources and assessment modes are regulated through the teaching plan document. The Institution is in the nascent stage of implementation of Academic Bank of Credits, however the Institution has maintained digital documentation of all data available for its implementation over the period of</p>

<p>3. Skill development:</p>	<p>time.</p> <p>The Syllabus of Bachelors in Architecture is as prescribed by University of Mumbai. The program of Architecture being a multidisciplinary program that has a blend of components that qualify under vocational training. The Steps leading to qualification as an Architect involves gaining the vocational skill sets of Draftsmen, Site supervisor, Supervisor, Quantity Surveyor, 3 D visualizer, Liasoning personal, Interior Design Specialist and likewise. During the program in the Semester VIII of the curriculum the student takes up internship with Architectural firms for a period of 90 Days and the log book of the work is maintained to record the work experience gained by the students. The evaluation of the learning outcomes are verified by external examiners as a part of the University of Mumbai Examination protocols. The Institution engages in imparting Certified hands on training program to its students at the Institution or with the Industry experts at various Centres of National significance as a part of Annual Study tour program. The Institute has a list of certified training programs with master craft persons from the Industry. The activity is well mapped in the annual academic calendar. The program of Architecture being a niche specific program is yet to be registered with the NSDC for specific Skill Centre formation. The Institution is in the process of developing the Program of Electives as unique domain programs for their launch as short summer school or winter school program to assist in skill specific domains. The course content of the electives is being developed so that the same could be also delivered in the offline and or online mode.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Institution has defined policy for implementation of Indian Knowledge System in its curricular conduct as an added dimension in course content. The Institution has a road map to develop inclusion of Indian languages in curriculum courses. The Institution is not autonomous and has limited choice of flexibility for academic enrichment, however the institution promotes the use of references and terminologies for various reference to context situations from Indian Knowledge Systems. The Institute has identified various Online and Offline sources on IKS as a repository with the library. The</p>

	<p>institute encourages faculty members to undertake online courses that allow for expansion of knowledge and enhance language skills. The Institution promotes writing blogs on the Institutional blog page in regional languages. The Institute head has a column under the education section in the Hindi Newspaper for general awareness on Educational policies and changes in the arena of higher as well as technical education. The Institution is not having any Degree programs that are delivered in regional languages. The Institution has created a team for undertaking documentation of heritage locations and students are promoted to identify as well as undertake studies on heritage values for their design dissertation projects. The Institution celebrates all days of National significance through conduct of competitions viz. essay, slogan, poster etc. The Institutional posters and social media pages include quotes and themes based on Indian Knowledge Sources. The introduction and adoption of IKS policy at the Institution is one of the best practices that the Institute follows as a gradual shift towards adoption of NEP 2020.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Institution in its ISO Quality Management System has adopted Outcome Based Education as a part of Procedure Manual document, accordingly following is the format of OBE in alignment with Council of Architecture (COA) guidelines. The outcome based education objectives are segregated into two parts as follows:- Stage 1 : (Semester 1-6) Enhancing the skill set of students and giving them a holistic knowledge base for their professional progress . As per COA it has a special focus of improving upon the understanding of Architecture as a Design Centric Curriculum and thus the distribution of hours are specifically conditioned to address the uniqueness. The objective of developing a comprehensive understanding of the relationship between technical and skill based subjects is met by integrating theory, skill and technical subjects into the Design Processes. The program is organized to undertake Design Week as a culmination of integrated outcome. Stage 2 :(Semester 7-10): Enhancing the skill set of students and giving them a specialized knowledge on the recent development in the industry for employability after they complete their design dissertation . At the stage -II (As per COA) of Semester VII has a special focus of</p>

	<p>improving upon the technical understanding and Industrial preparedness for better employability. The focus is changed to courses that are better aligned for Professional Internship of the next Semester. Under the ISO Procedure Manual of the Institution for Institutional Process, the Institution has well defined parameters for the conduct of the Teaching Learning Process . The comprehensive document defines the entire procedure for recording and conduct of the process in alignment with the objectives of the Outcome Based Education (OBE). The Institution has well defined guidelines for its curriculum conduct under the ISO protocols, that are continuously reviewed and audited by internal and external auditors. The incorporation of the same in Academic Calendar with the various activities, Academic Conduct through meticulous Teaching Plans as a tool and incorporating the component of Value addition has facilitated its efficient implementation and has been found as an emerging area of best institutional practice. The inclusion of these values that are open for improvements is helping the institution to adapt with the goals and objectives of the NEP 2020.</p>
<p>6. Distance education/online education:</p>	<p>The Institute does not have Programs in the Online Distance Learning Format. The entire campus is WIFI equipped and the Institute is equipped with various IT facilities. The Institute has state of the art computer and digital lab that enables IT based learning. The institution promotes use of IT enabled digital tools in the conduct of academic curriculum. The Institution has created a Learning Management System based on the google platform for its curricular activities. The institution has adopted a hybrid learning model for enhancement in learning. The Institution promotes the use of IT tools, applications and softwares for achieving the learning outcomes that are mapped through reviewed teaching plans.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Institution has set up the Electoral Literacy Club in alignment with the guidelines of the Election Commission of India.</p>
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The students can register with the club to join as the member and continues to remain as a member till the completion of the program. The Thakur School of Architecture & Planning-Electoral Literacy Club is formed under the faculty as the Nodal Officer. The Executive Committee of the TSAP-ELC is formed from the registered members of the club, for undertaking year along activities as per academic year plan.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Democracy Wall as a graffiti, Mock elections, Street plays to create awareness, slogan writing, poster/ logo making competitions has helped spread the awareness while ensuring interest of students in participation. The nominated members from the club are identified as Campus Ambassadors for conducting awareness campaigns.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The TSAP-ELC has been able to conduct, awareness rallies and organize street plays for creating mass awareness and also provide the 'May I help You' Service for the corrections or registration of new voters. The TSAP-ELC is in its nascent stage of evolution and the Institute has formulated a policy for the implementation of the same.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The institute has ensured all students eligible (above 18 yrs. of age) have registered on the Electoral list and submitted details.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
452	446	402	393	318

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

2 Teachers

2.1

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

Response: 58

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	34	31	29	23

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
714.98	608.37	643.39	571.80	518.25

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Systematic Conduct Done through	Steps Taken for Effective Curriculum Planning
Academic Calendar	<ul style="list-style-type: none"> • Is a comprehensive document in alignment with UOM guidelines • Being an affiliated College as a teaching unit, it is governed by Board of Studies - UOM for the Syllabus, Academic Calendar, Curricular and Co-curricular schedules . We operationalise the curriculum, within the framework. • Offers enough time for the course of higher credits. The institute has adopted a model where the theory courses are concluded before 3 weeks, technical courses before 2 weeks and design courses before 1 week of the eligibility list as per the policy, the dates of which are mentioned in the Academic Calendar. • After the end of every month a Knowledge Sphere Review is carried out by the Knowledge Sphere heads for monitoring the successful completion of the content delivered.
Course Allocation and Time Table preparation	<ul style="list-style-type: none"> • As per institution Course Allocation and Time Table preparation Policy.
Teaching Plan	<ul style="list-style-type: none"> • Is a comprehensive format that incorporates the topic of the session, teaching methodology, mode of delivery, reference materials, evaluation dates, and institutional goals, Course outcomes, list of assignments and their marking scheme for

	<p>the semester.</p> <ul style="list-style-type: none"> • Also incorporates planned site visits and Industrial visits integrated and is explained in the first session of the course during Semester Orientation program.
Course File	<ul style="list-style-type: none"> • Course file is maintained on Google Drive for each Semester consisting of all Course Teaching Plans , Monthly Attendance defaulter and Performance list , Design Brief and other Teaching material.
Assignment Planning	<ul style="list-style-type: none"> • Assignment planning is as per the teaching plans, also based on Course Outcomes. • The marking scheme and rubrics are as per the Knowledge Sphere.
Continuous internal assessment	<ul style="list-style-type: none"> • Assessment in Architectural education depends upon the completion of the progressive assignments/sheets prepared and submitted during the semester. • The internal assessments are conducted as sessional assignments on a weekly basis or as per the course stated in the teaching plan. • After the end of every month a List of Defaulters in Attendance and Performance is released to the students and the same is being notified to the Parents either digitally or/and through registered post • The internal assessment for theory & technical courses have a 90-10% format where 90% weightage is given to sessional assignments and 10% for attendance. Whereas for design knowledge sphere courses a 70-20-10% is used where 70% is for the sessionals, 20% for the final outcome (portfolio) and 10% for the

attendance.

Knowledge Sphere	Progressive Sessional assignments	Final Portfolio	Attendance
Theory and Technical courses	90 %	Not applicable	10 %
Design courses	70 %	20 %	10 %

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

1.2 Academic Flexibility

File Description	Document
1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)	
Response: 17	
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 67.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
175	203	392	390	203

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

1.3 Curriculum Enrichment

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

Response:

- The crosscutting issues are **incorporated** in the teaching and learning curriculum delivery **through assignments for holistic education.**
- The cross cutting issues are mapped as below:

Professional Ethics

- **Practical Training** and Professional Practice **throughout the program.**
- Council of Architecture has mandated a **code of conduct** for qualified and practicing architects, which is **diligently followed by the faculty** and explained in detail to the **students.**
- The institution aims at **creating a sagious, tolerant, dynamic, and egalitarian society.** The students of the Institute are the future Architects of the nation. They are **nurtured** in a manner that they are able **to perform as responsible citizens of the**

	<p>country.</p> <ul style="list-style-type: none"> • Plagiarism checks are conducted for students' assignments as professional ethics.
<p>Gender</p>	<ul style="list-style-type: none"> • Thesis topics focussed on women centric projects are encouraged. The students have taken up research topics like Co-working space for women and differently abled, Women fitness center, Centre for widow etc • The contribution and efforts of Women is acknowledged in the form of Day celebration and awareness sessions. • All Design courses have an ingrained gender sensitive dimension.
<p>Human Values</p>	<ul style="list-style-type: none"> • Conduct of Electives viz. UHV Universal Human Value • Formation of Social Entrepreneurship, Swachhta & Rural Engagement Cell(SES REC) Institution under Mahatma Gandhi National Council of Rural Education Department of Higher Education, Ministry of Education Government of India, since 2020 • Design Dissertation projects address Universal access (specially abled) and inclusivity.
<p>Environment and Sustainability</p>	<ul style="list-style-type: none"> • Conduct of Electives viz. Climate responsive design, Facade design, Environmental design, Sustainability. • Green Campus initiatives are undertaken. • Hosting and Participation in conferences as Knowledge partners on UN SDG Goals. • MoU with FSAI and IGBC. • Empirical case-studies are conducted on

	<p>sustainable environmental practices.</p> <ul style="list-style-type: none"> • The course of Environmental Studies tackles the relevant issues in environment & sustainability and encourages application. • Activities like Beach Cleaning, Tree -Planting Drive, Learning to make Eco-friendly Ganpati Idol and E - waste recycling practice in College sensitizes students to live in an Environment consciously. • College blog is regularly updated with articles related to sustainability. • Thesis topics focussed on environment and sustainability are actively taken up by the students.
<p>Others</p>	<ul style="list-style-type: none"> • The research and use of alternative materials and technologies are encouraged and appreciated. • News paper reading and discussion on current issues. • Participation in Issue based contextually relevant competitions. • The Institute has adopted Gender sensitivity and Equal opportunity Policy. • The Institute has also adopted Nurturing Environment Consciousness(NEC) as a central theme in all endeavors and is amongst its best practices through NEC Policy. • Professional Ethics and Code of Conduct Policy is Formed by the institute.

File Description	Document
Upload Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)	
Response: 82.96	
1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 375	
File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 88.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
102	120	77	79	80

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
120	120	120	80	80

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

Response: 96.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	61	53	41	41

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	61	61	41	41

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

2.2 Student Teacher Ratio

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

Response: 12.22

2.3 Teaching- Learning Process

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

Response:

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

requirements.

- **improved output while reducing the planning & delivery time.**

Mapping of Teaching methods and Lecture/Evaluation Conduct Technique	
Teaching Methods :	Technique of Conduct of Lecture / Evaluation
M1 : Lecture with Discussion	Lecture (L) ----- T1
M2 : Lecture with Visuals	Audio Visual (AV)----- T2
M3 :Demonstration/ Case Study	Discussion (PS)----- T3
M4 : Group Activity/ Discussion	Practice (P)----- T4
M5 : Presentation on Application	Peer Teaching (PT) ----- T5
M6 : Tutorial/ assignments/ Mock Test/ Viva-Voce/ Time Problems (Esquisse)	Demonstration (DEM) ----- T6
	Expert Seminar (ES) ----- T7

- **The lecture conduct process starts with a recap followed by the new topic delivered through chalk and talk or ppt presentation and ends with AV clips to reinforce the lessons.**

1. Experiential learning	
	<ul style="list-style-type: none"> • Students learn by doing assignments, models, ppt presentations in the class, Workshops and Site visits. • The faculties demonstrate the techniques by giving illustrations on board, desk and via ppt. • All the Classrooms/studios are well equipped with ICT tools like projectors, speakers and internet facilities to facilitate impartation of the topics.
Particulars	ICT tools used by Faculty/Student
Site visits	Orientation given using ppt., google earth, GIS, Ecotech.
Hands On Workshop	Camera, live Photo/video documentation, Laser cutting machines, 3D printing, Software training for Drafting, Modelling, Project management & quantity estimation.
Case studies	PPT presentations on/off site, Youtube videos, Ted

	talks, E content, E Journal /Article/Report references.
Heritage / Sketch walks	Camera, Photo/video documentation
Live projects	Camera, Photo/video documentation
Lectures	E- Quiz, Google Classroom, use of Softwares for demonstration.
Studio	Projection system, Softwares
Global study Tours	Orientation given using ppt.online Google meet, camera, Photo/video documentation

2. Participative Learning

- **Group exercises, Discussions, debates, Sharing sessions planned in all courses.**
- The students are encouraged to participate in the National & International level design competitions.

Particulars	ICT tools used by Faculty/Student
Peer learning	PPT presentations, Youtube videos, Ted talks, E content, E Journal /Article/Report references.
Open juries	Camera/ photo documentation
Competitions	Computer softwares, Projection system,PPT presentations, Youtube videos, Ted talks, E content, E Journal /Article/Report references.
NASA activities	Camera, live Photo/video documentation, Laser cutting machines, 3D printing, Software training for Drafting, Modelling, Project management & quantity estimation, Softwares
Electives	Camera, Photo/video documentation, Softwares
Social initiative activities	Camera, Photo/video documentation

3. Problem solving

- The **Design knowledge sphere requires problem solving** along with building model exercises that expects resolution of structures based on the theoretic understanding.
- Courses under the **Technical knowledge sphere involve short time quizzes and Q&A.**
- The **college encourages participation in solving issues** of the immediate context.

Particulars	ICT tools used by Faculty/Student
Design exercises	Laser cutting machines, 3D printing, Software training for Drafting, Modelling, Softwares (Autocad, Photoshop, Indesign, Revit, blender etc.)
Creative exercises	Camera, live video documentation/ photo documentation

Construction models	Laser cutting machines, 3D printing, Software training for Drafting, Modelling.
Survey based Urban problem solving	Camera, live video documentation/ photo documentation
Epoch Installations	Camera, live video documentation/ photo documentation, computers, Laser cutting machines
File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years				
Response: 100				
2.4.1.1 Number of sanctioned posts year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
37	34	31	29	23
File Description	Document			
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document			

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)				
Response: 0				
2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institution data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

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

Response:

Internal assessment

Evaluation procedure communication

- As a transparent practice, **academic calendar and teaching plans** that articulates the **time and requirements of various academic assessments**, are **displayed before the beginning of each term**.
- The **calendar highlights the time of the monthly defaulter lists, parent's teacher's meeting** and the end of semester with final **days of submissions and exams** to be conducted.
- **The academic calendar and the teaching plans** for each course are **shared** with the students **during the first week of the college under** the Semester Orientation Programme (**SOP**). The **Internal and External policy** and procedure is **displayed by exam dept**.

Evaluation procedure Conduct

- **Monthly assessments** are conducted and students and parents are made aware of the performance of each student.
- **Daily Attendance** is assessed monthly and defaulting students are informed in the monthly defaulter list, Post this a Parents meeting is conducted.
- In the Parents Meeting, **parents are appraised about the performance** of students and concerns are addressed.
- **Eligibility list:** The **students found defaulting** in sessional work are **given time for recovery**. The **eligibility list** is declared **with default summary stating details of further course of action**.
- **End Sem Exams/ Results:** The dates of the exams are released and post conduction of the exams, results are declared as per the guidelines of UoM.

External assessment

- The Institution follows protocols of university of Mumbai for appointment of external examiners and conduct.
- The External Viva-Voce Schedule and submission requirements are part of the Program brief and Teaching plan

Time-bound and efficient grievance redressal system

- The institution does not have any long standing grievances beyond the specified time limit.
- After the declaration of result students are permitted to apply for revaluation and/or obtain photocopies of the answer booklets. The Grievance procedure is displayed on the notice board.

Description	Timeline
Display of Teaching plan & Academic Calendar	Before start of Academic Term
Semester Orientation Program	1st Week of the Term.
Attendance and Sessional Defaulter (Min 3 per semester)	1st Week of Every Month
Parents Teacher Meeting	Once/ twice in a semester (As per requirement)
Internal sessional work Recovery Week	2 weeks before start of exam
Display of Eligibility List	1 week before start of Exam
Defaulter Summary Chart	After display of eligibility list
Declaration of Exam Schedule	15 days before start of Exam
Unfair Means Cases referred to Exam committee and procedure	In Real time (As per Unfair means institutional policy)
Declaration of Result	Within 45-60 days from the last day of Exam
Notice for Revaluation/ Photocopy application	Alongwith declaration of result
Declaration of Revaluation result	Within 30 days of the last application day.
File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

- The institute has defined its Course Outcomes based on the learning outcomes of the core courses prescribed in the syllabus of University of Mumbai using Blooms taxonomy.

- **Programme outcomes are designed based on the graduate attributes** expected by Council of Architecture and industry readiness parameters.
- The Same are **delivered** in the curriculum **through a systematic knowledge Sphere approach.**
- ISO Incharge, Teaching Learning Process Incharge Course Incharge **builds awareness on respective COs and POs with students on a regular basis** including Semester Orientation Program and Course Closure Program.
- The CO and POs are disseminated to all the stakeholders through the following modes of communication

Programme & Course Outcomes Dissemination	
Stakeholder	Mode of Communication
Potential Students, Employers, Parents, Non-Teaching Staff	Displayed on Institute website
Existing Students	During Semester Orientation Program
	Displayed on classroom notice boards
	Displayed in Library
	Displayed in Labs and Departments
	Displayed on Institute website
	Displayed In teaching plans
Faculties	Uploaded on Google drive
	New Joining faculties are oriented during an Induction program. Reinforced in academic discussions, Knowledge sphere meetings
Alumni	Institute website
File Description	Document
Upload Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

To measure the students' learning outcomes from each course, attainment of course outcomes is calculated on the basis of continuous sessional evaluation and semester end examination score:

Calculation of student performance for attainment level:

Attainment	Benchmark
Level 1	45% or less students getting 55% + marks.
Level 2	>45 to 50% students getting 55% + marks.

Level 3

>50 to 55% & above students getting 55% + marks.
--

- Calculate CO attainment level by taking the average of all Evaluation parameters contributing toward attainment.
- To measure the learnings by the students, attainment of program outcomes are calculated. In calculating POs, 80% weightage is given to direct assessment and 20% to indirect assessment methods of the course outcomes.

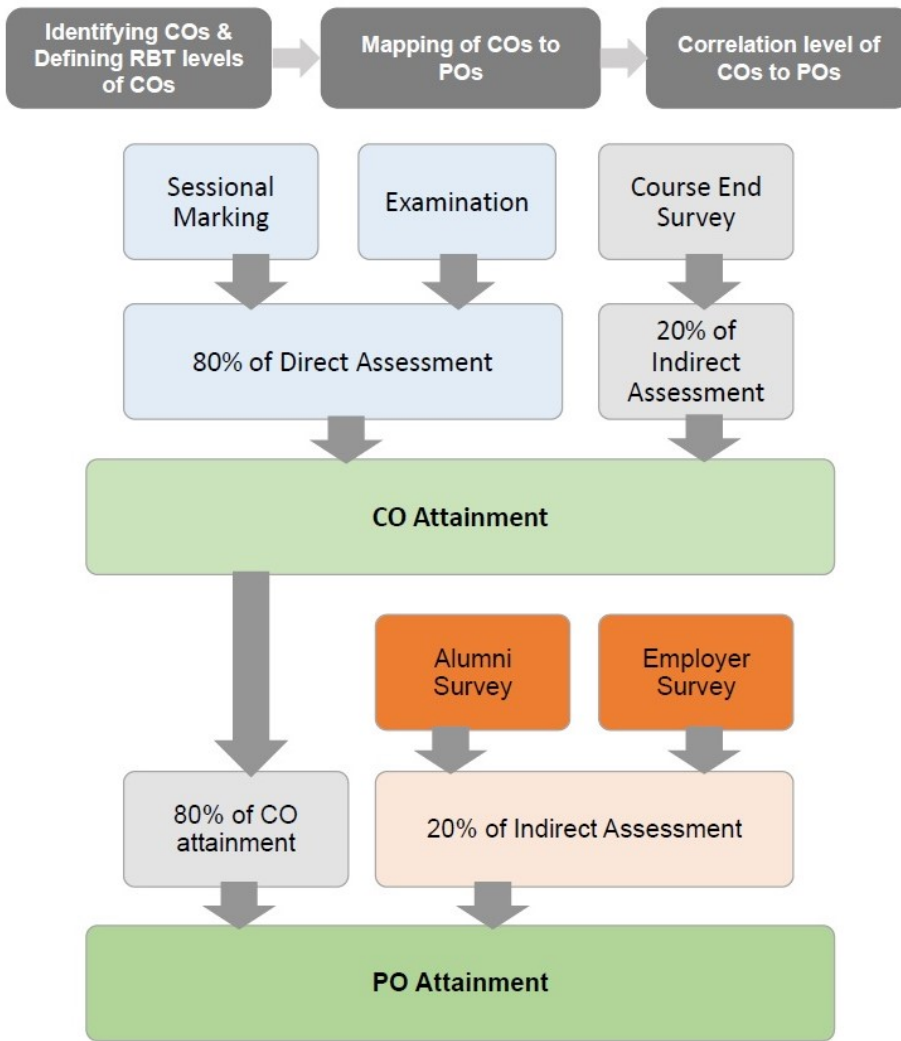
Direct Assessment:

To find PO attainment level through direct assessment, following steps are taken:

1. Correlation between COs and POs on a scale of 1 to 3 is established, 1 being slight (low), 2 being moderate (medium) and 3 being substantial (strong).
2. A mapping matrix is prepared in this regard for every course in the program excluding non core courses like the electives and college project.
3. Quantification of values corresponding to mapping done in step one.
4. The averaging values give the program attainment level.
5. Lastly, the normalization is done to get PO attainment level

Indirect Assessment:

- Institution has reserved 20% weightage for indirect assessment which is calculated through students' course closure survey, Alumni survey and Employer Survey. Overall PO Attainment level is calculated by adding 80% of direct assessment and 20% of indirect assessment.
- After every semester ends, a meeting is planned where all the attainment levels are discussed and reviewed by HoIs and course incharges to evaluate the progress and to identify the areas to redesign and improvise thereby ensuring robust teaching learning.



AY 2019-2020

Total Attainment (Direct+Indirect)												
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
	Problem analysis	Design/development of solutions	Conduct investigations of complex problems	Modern tool usage	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Architectural knowledge	The Architect and society
Max Level	1.75	1.75	2.00	2.00	2.25	1.75	1.75	2.50	1.25	2.00	2.75	2.25
Direct (80%)	1.28	1.28	1.47	1.47	1.65	1.28	1.28	1.83	0.92	1.47	2.01	1.65
Indirect (20%)	0.49	0.50	0.52	0.49	0.51	0.55	0.58	0.55	0.55	0.52	0.53	0.50
Attainment	1.77	1.79	1.98	1.96	2.16	1.83	1.86	2.38	1.46	1.98	2.54	2.15
Benchmark	1.50	1.50	1.75	1.75	2.00	1.50	1.50	2.35	0.90	1.80	2.50	2.00
Attained (Y/N)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

AY 2020-21

Total Attainment (Direct+Indirect)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
	Problem analysis	Design/development of solutions	Conduct investigations of complex problems	Modern tool usage	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Architectural knowledge	The Architect and society
Max Level	1.75	1.75	2.00	2.00	2.25	1.75	1.75	2.50	1.25	2.00	2.75	2.25
Direct (80%)	1.24	1.24	1.41	1.41	1.59	1.24	1.24	1.76	0.88	1.41	1.94	1.59
Indirect (20%)	0.55	0.48	0.49	0.53	0.53	0.52	0.55	0.50	0.53	0.53	0.50	0.56
Attainment	1.79	1.71	1.90	1.94	2.12	1.75	1.78	2.26	1.41	1.94	2.44	2.15
Benchmark	1.50	1.50	1.75	1.75	2.00	1.50	1.50	2.35	0.90	1.80	2.50	2.00
Attained (Y/N)	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y

AY 2021-22

Total Attainment (Direct+Indirect)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
	Problem analysis	Design/development of solutions	Conduct investigations of complex problems	Modern tool usage	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Architectural knowledge	The Architect and society
Max Level	1.75	1.75	2.00	2.00	2.25	1.75	1.75	2.50	1.25	2.00	2.75	2.25
Direct (80%)	1.29	1.29	1.48	1.48	1.66	1.29	1.29	1.85	0.92	1.48	2.03	1.66
Indirect (20%)	0.50	0.53	0.52	0.47	0.45	0.56	0.54	0.55	0.48	0.54	0.54	0.54
Attainment	1.80	1.82	2.00	1.95	2.11	1.86	1.83	2.40	1.40	2.02	2.57	2.20
Benchmark	1.50	1.50	1.75	1.75	2.00	1.50	1.50	2.35	0.90	1.80	2.50	2.00
Attained (Y/N)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

File Description

Document

Upload Additional information

[View Document](#)

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

Response: 93.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	82	63	55	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
64	82	63	70	0

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.38

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
.5	0	0	0	0

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

3.2 Innovation Ecosystem

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

Response:

Indian Knowledge System (IKS)

Being an Institute of Architecture, drawing references from **History, Local Context of Sociology, Environment and Heritage** as a start point for investigating any project is part of the Design process ingrained in the system of Teaching Learning pedagogy.

Institution has adopted the various initiatives under **Institute IKS policy**.

Outcomes:

- **Documentation of Temple** in collaboration with ASI (Archaeological Survey of India)
- **Mapping Of Traditional Water sources** under Amrit Jal sarovar mission funded by (AICTE)
- **Documentation of Temple precinct of Chaul, Alibagh** for INTACH (Indian National Trust for Art and Cultural Heritage)

- Introduction of **Electives** courses / Workshops viz. **Claude Batley portfolio and Mandala art.**

Establishment of IPR cell & Awareness about IPR

The **IPR cell** was established in 6th September 2021

Outcomes:

- **National Level Awareness Seminar** in collaboration with Government of India, Ministry of Commerce and Industry, DPIIT. Rajiv Gandhi **National Institute of Intellectual Property Management. (NIIPAM)**
- **Awareness Seminar** by Adv. Pooja Shah on **IP origin, Patent, Trademark, Copyright, Design laws in India, Infringement actions.**

Incubation centre

TSAP - Entrepreneurship and Innovation cell (TSAP - EIC) supports students and alumni for startup projects through campus.

The infrastructure of the campus is made available to the start-up seekers of the institute to promote **Entrepreneurship skills.**

The availability of such resources without any need for external aid or financial burden helps formation of start-up culture in the institution.

The eco-system not only encourages participation but also provides inspiration to other students on the campus.

Ecosystem for innovations through Initiatives and transfer of knowledge/technology

PLATFORM PROVIDED THROUGH INFRASTRUCTURE

TSAP provides

- **Permanent Exhibition and Material Library** which is open to Students for reference and to share knowledge from past work.
- Students with infrastructure facilities such as **Computer lab, Research Cell, Design cell** which gives students **space to think, innovate and participate in competition at Global level.**
- **Workshops** which allows students to innovate Wooden Joineries and techniques.
- **A high tech facility of Laser cutting and Model making** within the campus where students can innovate and experiment model making in their design.
- **Dedicated Library with physical as well as digital facilities (E-resources & Scanning) and Archive room** where all the data and knowledge from the students' work, Competition entry, Mapping of Urban neighborhoods etc. are archived after the creation.

Following are the initiatives taken by the institute in various areas to encourage innovations, creation and transfer of knowledge amongst students:

The Council of Architecture permits as well as promotes involvement of faculty to take up individual projects of consultancy and practice. The experience gained from these projects are transferred to the students by involving them as apprentice/ part-time Intern on project to project basis.

The institute also encourages **participation in professional competitions** individually or as a team for innovation and creation of knowledge.

Initiatives for Knowledge Transfer through Research

- Academic research and **architectural paper writing culture** at Institution.
- **Participation** in Teacher training programs.
- Conducting teachers training programs in collaboration with the Council of Architecture-Training & Research Cell (COA-TRC).
- **Promote Research based design projects.**

File Description	Document
Upload Additional information	View Document

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

Response: 33

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	9	11	4	4

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

3.3 Research Publications and Awards

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

Response: 0.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	1	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format	View Document

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

Response: 0.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	0	1	1

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

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

Response:

TSAP has established **Social Responsibility & Sustainability Cell** and defined its **SRSC Policy**. It has collaborated with various local non-governmental organizations such as for **Future India, Mumbai March, Project Mumbai, Street Konnect, Inseed, Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC)** etc. which help in social awareness like **Swachh Bharat Abhiyan, Plastic free environment, Save Trees**.

Planning :

- **Students & faculties** through the brainstorming sessions **come up with the Action plan** to conduct various social initiative goals that are realistic, achievable, feasible, impactful & sustainable.
- The required timelines, roles & responsibilities along with the resources required to conduct the **activities are also planned accordingly.**
- It was observed that the issues related to health, education & environment required interventions & support through organized initiatives & awareness programmes.

Implementation:

Activity	Outcomes of the Activity
<i>Location</i>	
Clean-up drives <i>Gorai , Erangal Beach & SGNP forest</i>	Conducted by students in taking care & protecting our immediate environment.
National Photography Challenge <i>Online During Lockdown</i>	The activity helped students to take responsibility & volunteer the activity for the community & encouraged the skills of photography amongst the participants.
Art installations <i>Annual Institute fest EPOCH (2019)</i>	Installations made by the students for the public display to spread the awareness on re-purposing the waste materials.
Park development <i>Mahavir Nagar, Kandivali</i>	Helped students to get hands-on experience with nature & its elements that made them sensitive towards nature.
Terrarium workshop <i>Institute</i>	Helped students to get hands-on experience with nature & its elements which makes them sensitive towards nature.
Renovation & Beautification	Helped students to understand urban intervention

<i>Saidham Subway (WEH), Mumbai</i>	& their impact on the users.
Furniture & Art installations	Installations were Made out of waste by the students sensitized the visitors on fundamentals of Reuse & Recycling of the waste,
<i>Compost Mela event , Thakur Village</i>	
Global Student Solar Ambassadors Workshop	Students assembled solar lamps
<i>Institute</i>	
Donation of Solar Lamps	Solar lamps were donated in four different Anganwadis in Dahanu.Maharashtra
<i>Dahanu</i>	

The institute under SES-REC since 2020 conducted various extension activities.

Activity	Outcomes of the Activity
<i>Location</i>	
Social entrepreneurship Workshop	Students learnt the social entrepreneurship skills during the COVID pandemic time, through the workshop & helped the community through mask/food donations & help drives etc.
<i>Online</i>	
Global Student Solar Ambassadors Workshop	Oriented the community towards a green energy initiative.
Electives on Social Responsibility	Included mapping of the neighborhood setting & its issues with the help of student teams & producing feasible solutions to resolve them.
Blog Page (Nurturing Environment Conscious Architects)	Covers blogs on social & environmental concerns that sensitizes community.
https://tsaparchitecture.blogspot.com/	
EPOCH art installations at the Institute Annual fest	Made by repurposing the waste materials or using eco-friendly materials.

Following are the testimonial evidences

1. **Selection of Design dissertation topics** related to social & environmental issues.
2. Student & Parents and partnering organizations testimonials in support of social orientation.
3. **Application of UN-SDGs** in curriculum.
4. **Participatory approach** & sensitivity towards social concerns.
5. **Membership of UNAI.**
6. **Involvement of neighborhood school** at ICI-SDG hosted by the institution.

File Description	Document
Upload Additional information	View Document

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

Response:

Background

- Most of the institutional activities as extension activities have been in the immediate neighborhood with societal concern & participation in partnership with local communities, though are satisfying and enriching do not fetch Awards and recognitions from government / government recognised bodies.
- In addition to the aforesaid, the institute has participated in following activities and/or has been acknowledged for its contribution by the government / government recognised bodies.

Title and Description of Extension Activity	Awarding body and form of Award/Recognition
<p>Design & Build for community:</p> <p>The municipal corporation of greater mumbai accepted the proposal for Kandivali east Subway across the highway. The institute identified safety issues with the existing subway used for crossing the highway due to encroachments and illegal activities. As an institutional initiative, the student surveyed the area, interacted with stakeholders and prepared a proposal for design intervention to solve the problems. The idea was supported by local welfare groups and the project to be funded by corporates under CSR. The institute under its responsibility approached Municipal Corporation and was given permission to undertake the same.</p>	<p>Permission letter from Municipal Corporation of Greater Mumbai to undertake the project under CSR.</p>
<p>Solar lamp installation workshop:</p> <p>On the occasion of the 150th Birth Anniversary of Mahatma Gandhi the institute hosted a solar lamp making workshop in collaboration with Energy Swaraj foundation, IIT Bombay in 2019-20. As a social initiative , the institute procured around 150 lamps & conducted an assembly workshop for the students.</p>	<p>The institute was awarded with certificates of acknowledgement.</p>

<p>Solar lamp donation to Anganwadi schools :</p> <p>As an extension activity the solar lamps assembled by the institute were donated at four Anganwadi schools in Palghar district, Maharashtra. It must be noted that the remote areas of Palghar are deprived of adequate electric supply and the initiative though small, was conceived as a step towards empowerment of Anganwadi schools.</p>	<p>Recognition letter from Anganwadi (Mahila and Bal vikas Vibhag) Govt. of Maharashtra.</p>
<p>SES-REC initiatives :</p> <p>In 2020, Institute registered itself with SES-REC under MGNCRE (Ministry of education , Govt. of India) for participation in social initiatives covering areas like Campus and the Community/Adopted Villages in the areas of Sanitation & Hygiene, Waste Management, Water Management, Energy Conservation and Greenery post COVID-19.</p>	<p>The institute received the certificates for the contribution in the above mentioned activities and the faculty members were awarded certificates for receiving training to conduct the same from MGNCRE (Ministry of education, Govt. of India)</p>
<p>UNAI :</p> <p>The Institute for its continual engagement with society and projects of social intervention, awareness empowerment and upskilling were appreciated by United Nations as a contribution towards addressing the agenda of promoting 17 UN SDG's. In 2021, TSAP was included as a member of an institution with academic impact in imparting virtues and demonstrating implementation of objectives set by United Nations. The Institute submits an annual reports of its contribution to UNAI commission for its continuation of Association.</p>	<p>The United Nations Academic Impact awarded the membership to the institute in 2021.</p>
<p>File Description</p>	<p>Document</p>
<p>Upload Additional information</p>	<p>View Document</p>
<p>Provide Link for Additional information</p>	<p>View Document</p>

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

Response: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	6	2	4

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

3.5 Collaboration

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

Response: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Thakur School of Architecture and Planning (TSAP) is equipped with state of the art infrastructural facilities for overall growth of the students. It includes facilities for academic as well as extra-curricular development.

Following are the Unique Infrastructural features that are made available at the Institution that renders it to stand apart from any other:

1. Each **Studio of 40 Students (135 Sq.Mts)** is equipped with Projection, PC and high speed wifi connectivity for enabling an environment of E-Learning with independent drafting space allocated lockers and display boards, for students.
2. Each **Studio & Class** room is **ergonomically designed** with comfortable adjustable chairs and drafting/ writing desks.
3. State of the **Art Computer lab (170 Sq.Mts.) with Wide screens and High end PC** equipped with Graphic Cards and updated latest licensed softwares.
4. The Institute has specially equipped **Digital lab for 3D visualization softwares** and advanced learning.
5. The Institute has a **Design Cell with High end Work stations** for high end Graphic work, only used by very few Professional offices.
6. Fully equipped **library & reading area with reprography** and E-resources.
7. **Material museum (87 Sq.Mts)**, equipped to provide latest material knowledge and hands on experience.
8. Dedicated **Permanent Exhibition space (183 Sq.Mts.)** for display of Students academic and allied achievements in competitions and workshops.
9. The Institute has **dedicated Dining Area for Staff (60 Sq.Mts.)** and Students (133 Sq.Mts.).
10. The Institute has provision of **Sick Room (33 Sq. Mts.)** for attending any kind of unforeseen

medical requirement.

11. The Institution has **dedicated Seminar Room (990 Sq.Mts.)** and **Multipurpose Hall (490 Sq.Mts)** for conducting Students welfare programs and hosting various guest industry connect workshops.
12. The Institute has fully equipped **Experiential Workshop (200 Sq.Mts.)** for carpentry, clay molding and model making.
13. **Toilets, ramps and lifts for easy accessibility** and use by specially abled.
14. **Hygienically maintained Toilets and Clean Drinking water** facilities, with regular quality checks.
15. Well furnished staffroom and administrative office with **individual ICT enabled workspace for each staff.**
16. **Central store room** for the upkeep of the institutional records and other stationery items.
17. The campus has **Fire Safety, 4 Stretcher Size Lifts, Alarm, Security and CCTV surveillance** to ensure complete safety on campus.
18. **Indoor game facility for students and staff** with carrom board, chess board and Table tennis.
19. Apart from this the institution is equipped with common facilities on campus as follows
 - world class **600 seater Auditorium with ANTE room** and lounge.
 - **250 seater well furnished Canteen** with Kitchen serving a variety of veg food.
 - **Stationery shop** with All size printing and plotting facility.
 - **250 seater Study skill centre** with two way projection with live streaming
 - **Convocation hall with 300 seating capacity** with permanent LED wall projection facility.
 - **Yoga centre** with 50 mats.
 - **Gymnasium** with modern equipment.
 - **16 storied tower for Student and faculty accommodation** in the vicinity of campus.
 - **Outdoor Lounge with seating facility** to facilitate engaging environment

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

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

Response: 16.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
200.40	100.10	90.45	76.42	31.94

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

4.2 Library as a Learning Resource

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

Response:

The library is automated and operates with Integrated Library Management Software- Koha (ILMS). We began automation of library using Koha LMS from the year 2014

Koha (ILMS has various modules such as Circulation, Cataloguing, Patron, Advanced search, Authorities, Serials, Acquisition, Reports, Tools and Koha administrations etc.

It's use facilitates in following ways :

- **access to Web-OPAC (Online Public Access Catalog)** (<http://tsaplib.ourlib.in>) that can be remotely accessed by all the registered library users. Books can be reserved online through the

Web OPAC.

- **Users receive messages for books** borrowed and also receive email alerts when overdue. This **ensures timely return of books** for re circulation.
- **Any book** found to be **in demand** by multiple users ,additional **volumes are procured** through the requisition process.
- **Barcoding is used** for quick circulation of books to the users.

Koha provides **access to bibliographic records** of all the print books including Book Bank.

<http://tsapkoha.ourlib.in/>

2. Subscription to e-resources:

- TSAP has subscribed to **K.hub in Architecture e library (k.hub)**. It has a diverse collection of **1216-E-Journal/Magazine, 2542- e-books and 434-Videos** on various subjects.
- The collection of K.hub e library is useful to **enhance and promote the research culture** in the institute.
- TSAP library provides **remote access to subscribed e-resources** to all faculties and students. **Four PCs are available in the library** to access the digital library for its users.
- The library **has subscribed hard copy of 20 Journals and magazines** (04 International journals, 10 National Journals and 6 Magazines) along with 06 newspapers.
- TSAP has **established the NDLI (National Digital Library of India) Club** to share an online repository of NDLI with faculty and students to access the various e-resources.

3. E-resources, amount spent on purchase of books:

TSAP library has a rich collection of references such as Handbooks, encyclopedias, dictionaries, and yearbooks etc. TSAP has a total collection of **2311-books including (150-Book bank books) along with 1672-titles, 382-Design Dissertation Report and 46- CDs** of various subjects. Amount spent on subscribed E-resources and books are given below.

To improve the overall collection of the library ,an Annual Book exhibition is held wherein the students and faculties participate to recommend the books.

Annual Expenditure on Purchase of E-Resources , Books ,Journal/Magazine & ILMS. for previous years

Annual Expenditure on Purchase						
Academic Year		2021-22	2020-21	2019-20	2018-19	2017-18

Total (lakhs)	2.32	2.01	3.77	7.28	7.14
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4. Optimal use of Library

The detailed current year usage of the library is given below.

Academic Year	2021-22
Per day usage in %	21%

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

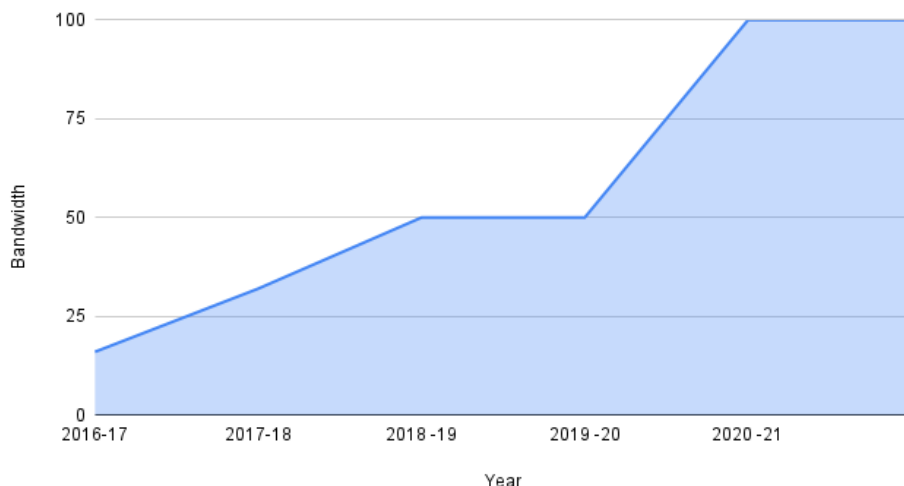
IT Infrastructure

Two labs with **147 PCs are available with TSAP**. All the PCs are connected with LAN and **Internet Facility with 100 MBPS bandwidth**. The labs are open for **9 hours(6 Days/ week)** for student access. The faculty and **staff are also provided with computer, LAN and Internet facilities**.

The institute has an **IT enabled Seminar hall** for conducting seminars, presentations, webinars, guest lectures etc. Display screens in reception are provided for display of real-time developments on campus. The computer labs are provided to the students to do their research and development work such as projects and thesis writing. The Design Cell lab has High end Rendering computers.

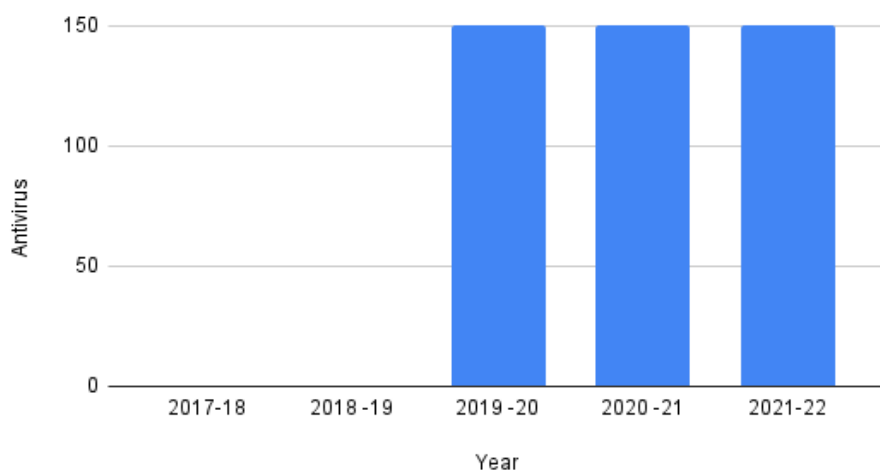
Bandwidth: the Institution has access to state of the art internet connectivity having **speed of 100 MBps bandwidth**.

Bandwidth vs. Year



Network Security: The Firewall has been installed in the server room for internet Security and E-Scan protection has been installed in all computers to protect from external viruses.

Antivirus vs. Year



The server has been installed to follow the NFS (Network File System) and Disaster Management System.

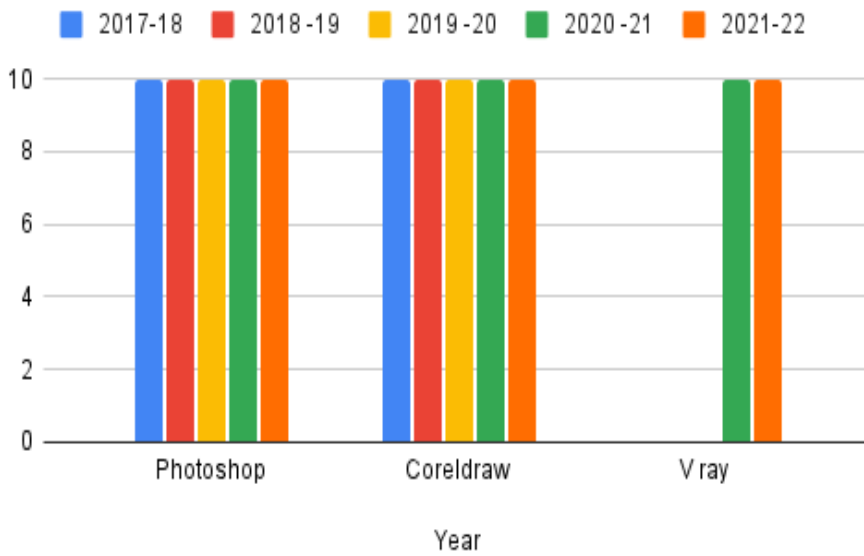
Power Backup: UPS (Uninterrupted Power Supplies) has been installed in the server room to run the server throughout the day.

Utilization: The facilities are utilized as and when required for easy access to E- resources such as manufacturer websites, Live online site visits and two way interactive online sessions. All the computers have access to Library databases through OPAC.

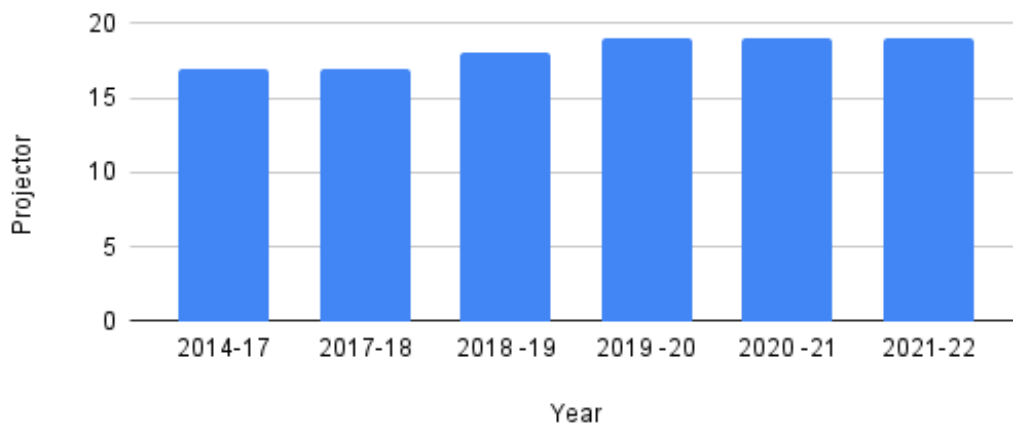
IT Services: The institute has in-house IT maintenance staff. The AV systems are under an outsourced Annual Maintenance Contract, which are renewed on a yearly basis.

The following charts shows yearwise ICT tools updation in the campus.

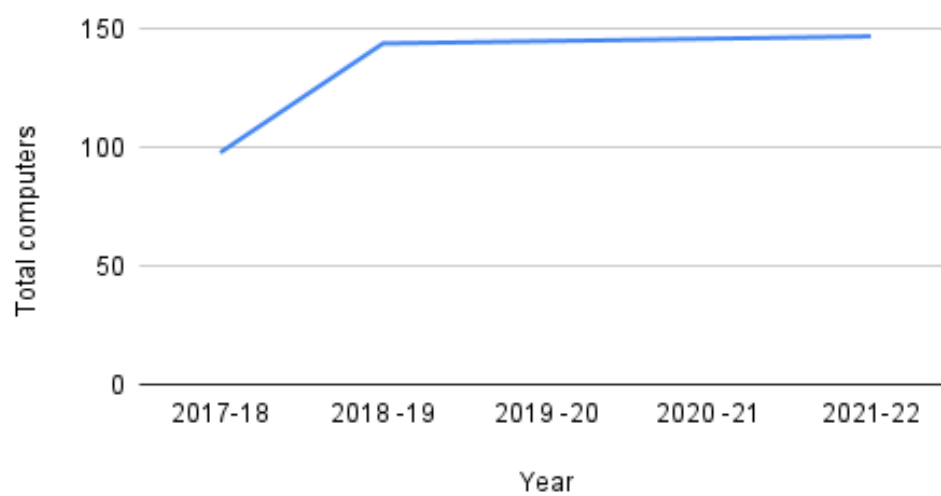
Photoshop, Coreldraw and V ray



Projector vs. Year



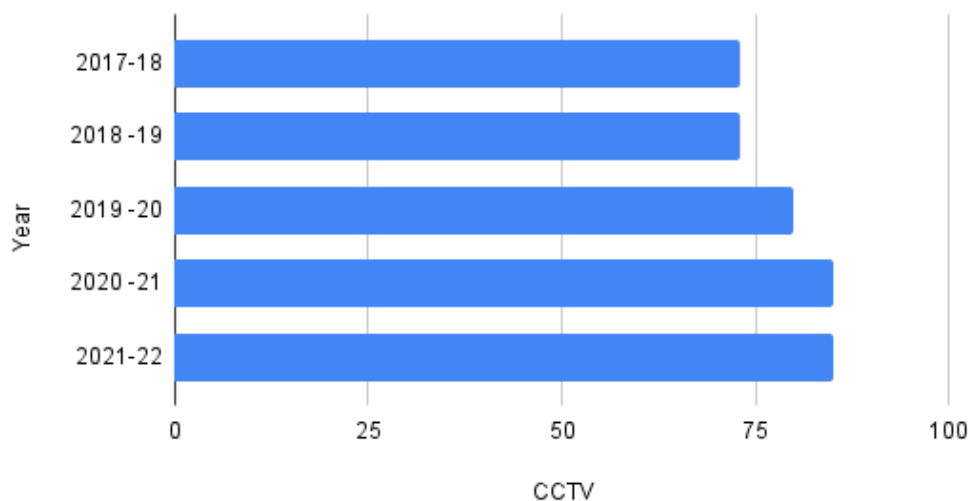
Total computers vs. Year



CCTV Surveillance: The Entire campus is under CCTV cameras for safety and security purposes, **85**

indoor and outdoor cameras and 5 DVRs are installed.

CCTV vs. Year



File Description	Document
Upload Additional information	View Document

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

Response: 4.66

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

Response: 97

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

4.4 Maintenance of Campus Infrastructure

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

Response: 91.45**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
591.35	558.09	602.36	542.77	501.01

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 3.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	29	11	3	0

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: A. All of the above

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

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

Response: 45.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
169	215	202	182	150

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

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

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

Response: C. 2 of the above

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

5.2 Student Progression

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

Response: 70.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	48	46	32	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	82	63	55	0

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

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

Response: 32.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	18	2	3	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	1

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

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

Response: 9.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	4	15	10	9

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

5.4 Alumni Engagement

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

Response:

- Thakur School of Architecture and Planning has a **registered Alumni Association** bearing registered no. **644/2022** since **29th March, 2022**.
- **Alumni meet is held twice in one Academic Year**. They are also invited for other college co-

curricular activities like Sports & Cultural Events.

The Alumni Contribution is as follows:

Support services:

Particular	Contribution/Initiative/ other Support Services
Industry Awareness	Webinars & Seminars on latest Industry trends
Placements of Students	Hiring Students for Internship and Jobs
Academic guidance	Knowledge sharing & Guidance through webinars & seminars for Thesis Topic Selection and presentation techniques Sharing domain specific expertise
Career Guidance	Providing exposure to Various Architectural Design competitions and opportunities for career progression
Higher studies	to create Awareness about higher studies Process of application, preparation, information, details of various courses & their universities, etc. Sharing of experiences through webinars, seminars and testimonials
Viva - Voce	Alumni are invited to assist during the external assessments.
Advisory Body	The Alumni Committee is called for suggestions & events from time to time.
Visiting Faculty	Sharing expertise as visiting faculty to bridge gap between industry and academia.

The Seminars & Webinars Contributed by the Alumni and their output can be summarized as follows :

Name of the Activity & Date	Topic	Outcomes
Alumni Meet - 2nd May, 2020	Interaction	Interactive meeting to discuss current trends
Alumni Speaks No. 1 - 13th May, 2020	Work Culture and Office Design	Professional work Environment in corporate offices
Alumni Speaks No. 2- 27th May, 2020	Career Options for Architecture Graduates	Career progression and opportunities for post-graduation
Alumni Speaks No. 3- 3rd June, 2020	Career Excellence & deciding the right path forward	Career progression and opportunities for post-graduation
Alumni Speaks No. 4- 15th	Walkeshwar, as sacred village to	Key highlights on Conservation

July, 2020	an Urban Oasis	of an Important Heritage landmark in Mumbai
Alumni Speaks No. 5- 1st August, 2020	The Research Mindset	Importance and fundamentals of research in Architecture
Alumni Speaks No. 6- 14th October, 2020	Thesis - Moksha yatra, a journey towards salvation	Discussion on Design Dissertation , its scope and outcomes
Alumni Speaks No. 7- 14th October, 2020	The Portal - People Centric Design	How design becomes a signifier for human interaction and how design can play a role in it.
Alumni Speaks No. 8- 21st October, 2020	Collaborative Rural Tourism development of Dholavira	An overview on Rural Tourism in Dholavira through a proposal in Design Dissertation
Alumni Speaks No. 9- 21st October, 2020	Translink, Malad	Discussion on Design Dissertation , its scope and outcomes
Alumni Speaks No. 10 - 13th March, 2021	Demystifying the lost city of Dwaraka	An overview on Religious anA webinar on Architectural Practice d Regional Tourism in Dwaraka through a proposal in Design Dissertation
Alumni Speaks - 5th February, 2022	Production Design and Role of Architects in the Industry	in allied field like production design in the film industry
File Description		
Document		
Upload Additional information	View Document	
Provide Link for Additional information	View Document	

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision & Mission of the institute is drafted in alignment with the broad outlines of the NEP that aims for diversifying & opening newer spheres of knowledge

Alignment with NEP		
Domain	Short Term Goal	Long Term Goal
Adopting Humanities & Social Sciences with STEM	Utilize the flexibility offered under Electives for introduction of Choice based Courses.	Launch of innovative interdisciplinary programs and credit sharing with other disciplines.
Diversification in specializations	Explore the diverse domains of Design through Allied Design Studio.	Introduction of diverse allied specializations
Flexible Credit Mobility	Inclusion of credit based certificate programs such as NPTEL, MOOC, etc.	Multiple entry & exit points , lifelong learning , credit transfer
Academic Collaboration & Exchange	Setting up of MoU for mutual cooperation and sharing of resources	Dual degree and Credit transfer programs
Skilled based Programs	Hands on collaborative certificate programs , live case studies, industry visit	Bridge courses under NSQF
Indian Knowledge System & Regional language	Documentation of heritage sites , heritage walks, collaborations with INTACH, ASI, etc.	To introduce credit based, certificate courses. Publication of research & documentation
Outcome Based Education through Blended Learning	Since Lockdown implementation of institutional Blended learning policy	Launch of certificate programs in dual mode (online, offline)
Online Programs on Distance mode	Promotion of ICT based learning	Launch of courses on online platforms such as NPTEL, SVAYAM, etc.

Decentralization & Participation In The Institutional Governance

The Role of stakeholders in the decision-making process & governance is well defined

- **Governing Council & Advisory Board** : Annual meetings are held for continual improvement.

- **IQAC:** The committee initiates quality improvement activities.
- **CDC:** The committee oversees the institute development activities
- **ISO Audits** - Internal audits are conducted by approved internal auditors
- **Key Result Areas (KRA) in charges:** Each faculty is assigned with KRA related responsibility.
- **Knowledge sphere teams:** The teams review the teaching learning process.
- **Examination Committee:** Comprises of Exam clerk , Exam In charge, Moderator, Exam coordinator
- **Purchase & Maintenance department:** The purchase department oversees the activities of maintenance.
- **Student Council :** Elected from the Student general body having equal gender representation.

Alignment with IPP		
Domain	Short Term Goal	Long Term Goal
Curricular Aspects	Enriched learning experience through Certificate programs that bridge industry academia gap.	Short Certification program from professional bodies such as IGBC, LEED, IIHS, etc.
Teaching- Learning and Evaluation	Inclusion of value added parameters in the Teaching learning process	Dual degree programs
Research, Innovations and Extension	Promotion of Research through Knowledge partnerships	Receiving funds and grants from Govt, NGO's
Infrastructure and Learning Resources	Incremental upgradation of resources and development of Human resources	Institutional Collaboration for Exchange and setting up of Advanced learning labs through sponsorship /funding.
Student Support and Progression	The Student Council led innovative leadership programs to address societal concerns and intervention projects.	Strengthening of Institutional Student support through active participation of Alumni Association.
Governance, Leadership and Management	Transparent policies and communication through defined QMS.	Regular updation of the QMS.
Institutional Values and Best Practices	Improve Existing practices through IQAC initiatives and policies.	Establish proficiency as institute nurturing Environment Consciousness.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

IPP is mapped through policies against each NAAC criteria

- Institute formulates policies as a part of ISO procedure to bridge external documents of regulatory bodies and statutory compliances in its institutional processes. These policies are formulated and updated through IQAC procedures.
- The copies of the same are displayed through college notice boards and institutional drives.
- Each policy occupies its space in the college notice boards that is updated from time to time.

POLICY NAME	SUB CRITERIA NO
MULTIDISCIPLINARY LEARNING	2.3.1,5.1.2
ACADEMIC BANK OF CREDITS	2.3.1,
BLENDED LEARNING	1.2.1, 1.2.2 , 2.3.1, 5.1.2
ADOPTION OF INDIAN KNOWLEDGE SYSTEM IN CURRICULUM	2.3.1,5.1.2
PROMOTION OF ELECTORAL LITERACY	3.4.1
PROGRAM PLANNING & IMPLEMENTATION	4.1.2, 4.4.1, 6.2.1, 6.2.2
VALUE ADDITION IN CURRICULUM	1.3.1
360* FEEDBACK	1.4.1
EXAMINATION & INTERNAL ASSESSMENT	2.5.1
CO PO POLICY	2.6.1, 2.6.2
BUDGETARY POLICY FOR KRA	4.4.1
POLICY FOR SOCIAL RESPONSIBILITY & SUSTAINABILITY CELL (SRSC)	3.4.1,3.4.2,3.4.3,7.1.2,7.1.3
INTERNSHIP & FIELD PROJECT	3.5.1
PURCHASE & EXTERNAL SERVICE PROVIDERS	4.1.1
LIBRARY POLICY	4.2.1
IT & DATA PROTECTION	3.2.2, 4.3.1,6.2.2
STUDENTS GRIEVANCE REDRESSAL	5.1.4
TRAINING & PLACEMENT	5.2.1,5.2.2
SPORTS & CULTURAL PROMOTION	5.3.1,5.3.2
ALUMNI ENGAGEMENT	5.4.1
QUALITY POLICY	6.5.2

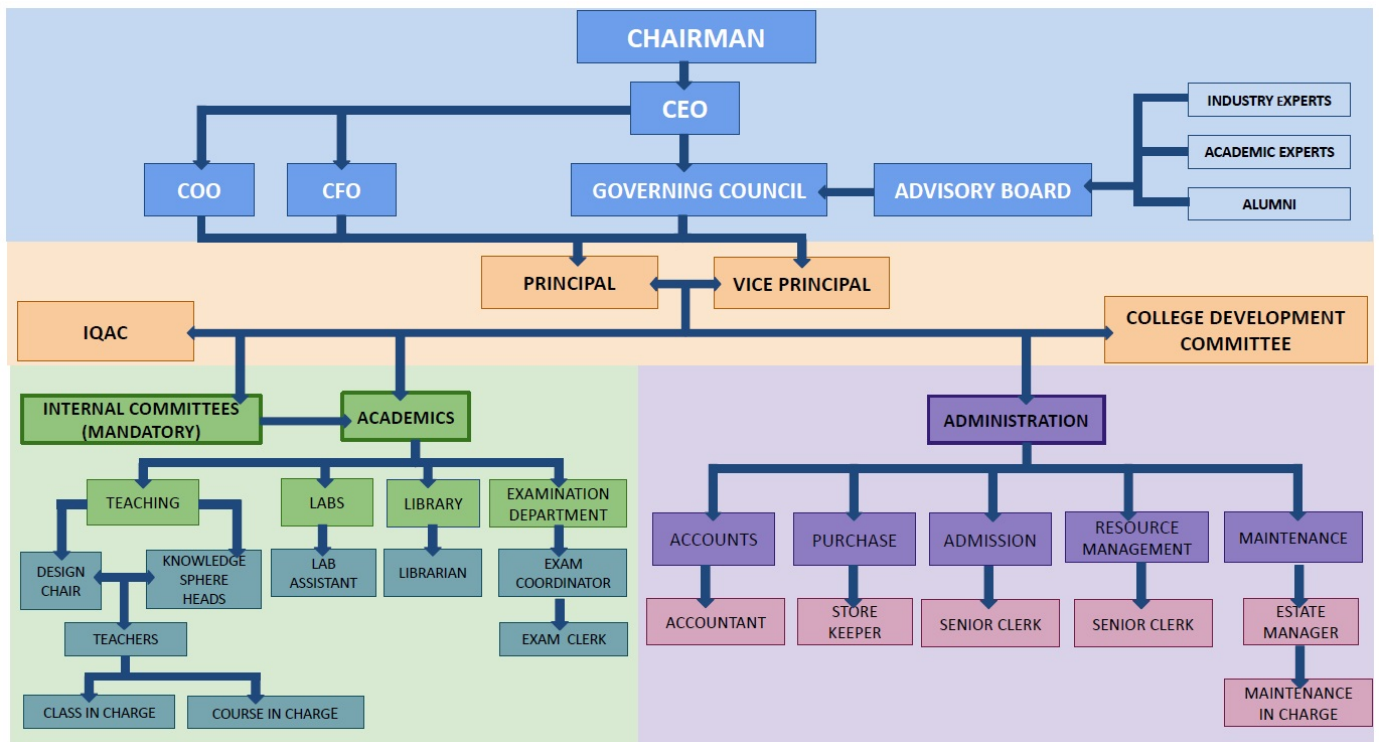
QUALITY ASSURANCE	6.5.1,6.5.2
EQUAL OPPORTUNITY	7.1.1,7.1.4
DESIGN CELL	3.1.1.
SPONSORSHIP, RECOGNITION & AWARD SCHEMES (A- E)	2.4.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 6.3.1, 6.3.2, 6.3.3,
CONSULTANCY, RESEARCH PROJECTS & MDP POLICY	3.1.1, 6.3.2, 6.3.3
TA DA rules policy	3.5.1
DMS POLICY	6.3.1
SLOW & ADVANCED LEARNERS	2.3.1,2.5.1
POLICY FOR MENTOR MENTEE	2.3.1,2.5.1
STAFF WELFARE POLICY	6.3.1
TSAP PLAGIARISM POLICY	3.2.2, 4.3.1
PR THROUGH DIGITAL MEDIA	6.2.2
STAFF CODE OF CONDUCT	6.2.1
ENVIRONMENT CONSCIOUSNESS	7.3.1
PROMOTION OF RESEARCH ATTITUDE & WRITING CULTURE	3.2.1
E- GOVERNANCE	6.2.2
IPR	3.2.1

ADMINISTRATIVE SET UP : Administrative Set Up is mapped through KRA and Committees.

KEY RESULT AREAS	COMMITTEES
ISO	College Development Committee
ERP	Disciplinary Committee
Examination	Grievance Redressal
Students Council	Anti Ragging
Research Cell, FDP, Conference Proceeding Publication	Women Development
Newsletters & Publications	Sc St Cell
TEIC & Industry Institute Connect	Equal Opportunity Cell
Social Responsibility Cell	Unfair Means Committee
Alumni	Internal Complaints Committee
PR through Digital Platform	Purchase Committee
Program Planning & Compliance	IQAC
Training & Placement	Steering committee(SSR)
Consultancy	
NAAC	
Funds & Grants	
Library Committee	
Feedback	

SERVICE RULES : The Institute has set the service rules in alignment with the Statutory & Regulatory Bodies.

APPOINTMENT OF STAFF:The decentralization process is visible through the Organogram and the Appointment letter of Staff states the assigned Key Responsibility Area as well as applicable Rules of Service.



Organogram of the Institute

PROCEDURES: The institute has mapped all the procedures through the Quality Management System QMS (EOMS 21001:2018)

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

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Welfare measures

- **Medical Check up** as a Mandatory Practice
- **Daily Mindfulness Sessions DMS**- a daily practice to bring single minded focus at the start of the day
- The institute has well defined and **stated leave policy** for its staff.
- **Timely disbursement of salaries** since inception.
- **Sports room** is also accessible **for the staff** and reserved as sports hour per week
- The institute ensures the **celebration of all the festivals** together.
- **Well designed Staff quarters** are available at affordable cost, **lower than market rates.**
- **Sponsorships & Rewards Policy to attend Faculty development program** and present papers in conferences both in India as well as abroad.
- In and around campus, **various food centers have been established** which are accessible by staff during the working and extended hours.
- **Internet and free Wi-Fi facilities** are also available on campus for staff.
- **Staff members are provided with Individual cabins / cubicles** and systems to facilitate good ambience.

- **Skill development courses** are organized **for non- teaching staff** to enhance their skills in the work environment.
- **Automation of attendance** and leave using a biometric system.
- The Institution **maintains Supply of various Sanitation facilities** for Personal Hygiene and Sanitization as per Covid Protocols and otherwise.
- **Gratuity for the eligible employees** of the institution.
- **Safe & Purified Drinking water facilities** are available on all Floors.
- **Staff Refreshment room** where daily beverage is provided and utilized for Lunch Breaks.
- **Intercom facility to all staff** for comfortable communication.
- **Elevator facility is available** in all the blocks in the institution.
- **Open door policy for staff** to work effectively with complete satisfaction.
- **Fire Drill for Safety Training** on Campus for Students and Faculty Separation Refreshment room for Staff and Students
- **Daily Refreshment served** by the Institute twice a day for entire staff
- **Air-conditioned cabins and cubicles**
- **Free access to study/ industrial visits** (domestic or International) accompanying staff (teaching as well as non teaching).
- **All tools/ equipment or services** are under Annual Maintenance & Housekeeping contracts.
- **The Entire Campus is on CCTV Surveillance** and the Entry to campus restricted for outsiders. Wearing of ID Cards is mandatory for all Staff & Students.
- **Parking facilities** are available for staff.
- **A cycle is provided on campus** for ease of access to Support staff for local mobility.
- **Staff are provided with local TA** or Institutional Vehicle for Visits to Important Events, Institute work, Meetings, Etc.

- The formats for the **appraisal system are well defined** which include self appraisal along with supportive documents and remarks from Principal and Vice Principal as well as Knowledge sphere in charge.
- The **non teaching staff submit self appraisal report** verified by Principal and Vice Principal.

Career advancements

- The **PRDP system of the institution ensures compliance of Academic Performance Indicators** prescribed by university/ UGC for being eligible under Career Advancement Scheme.
- The **Faculty members** of the Institution have been **promoted from the post of Assistant Professor to Associate Professor and even Professor as per the Performance appraisal & commitment.** with the Institution.
- The **Non teaching Staff has been promoted from lower ranks to upper ranks** such as Jr. Clerk to Senior clerk and Head Clerk,

File Description	Document
Upload Additional information	View Document

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

Response: 25.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	24	0	0	0

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

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

Response: 49.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	17	21	23	34

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	28	28	28	28

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

Strategies for mobilization

- Before the financial year begins, the Principal alongwith various key result areas in charge by considering the financial requirements of institute prepare the college budget.
- The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs keeping natural growth if any into consideration.
- It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses.
- The administrative and the quality enhancements requirements are incorporated through suggestions from the Advisory boadies, IQAC, CDC and feedback received from various stake holders.
- The budget is scrutinized and approved by the top management and Governing Council.
- The principal monitors the expenses as per the sanctioned budget through Accounts and Purchase department whether expenses are exceeding budget provision.
- Statutory auditors are also appointed who certify the financial statements in every financial year.

Optimum utilization of funds is ensured through

- Adequate funds are allocated for effective teaching-learning practices that include Orientation Programmes, Workshops, Interdisciplinary activities, training programmes, Refresher Courses that ensure quality education.

- Budget is utilized to meet day to day operational and administrative expenses and maintenance of fixed assets.
- Enhancement of library facilities needs to augment learning practices and accordingly requisite funds are utilized every year.
- Adequate funds are utilized for development and maintenance of infrastructure of the Institute.
- Some funds are allocated for social service activities as part of social responsibilities.
- The college aims at promoting research, development, consultancy and such other activities, involving the faculty at various levels.
- The faculty, who exhibit initiative and receive substantial grants for R&D works or for strengthening the infrastructure in the institute would be encouraged and will receive special commendation.
- Travel grants are sanctioned to faculty to present research papers or to attend National or International Conferences in India or abroad as per the sponsorship policy of the institute.

Optimal utilization of resources

- Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians & system administrators.
- The optimal utilization is ensured through encouraging innovative teaching-learning practices.
- The available physical infrastructure is optimally utilized beyond regular college hours, to conduct remedial classes, co-curricular activities/extra-curricular activities, parent teacher meetings.
- The college infrastructure is utilized as an examination center for Government examinations/University Examinations and for hosting the training programs for the professional bodies.
- Library & Computer labs are allowed to function beyond the college hours for the benefit of students, faculty, and alumni on receipt of application for the same.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

- TSAP inception is from 2014 and since then all the significant reforms were developed and implemented under various committees .
- The quality improvement was done by the identified teams through the KRA assigned.

2014-2018

INITIATIVES	ACTIVITY
Academic Calendar, Time table & teaching plans put up in class at the beginning of the term	Ensure transparency in the teaching process
Teaching plan format added with a section to record the conduct of classes in real time under the section of evaluation plan	Ensure record of execution & changes made in real time
Formation of committees as per university requirements and KRA assigned to staff for non academic work	Responsibilities & authority to staff for completion of KRA
Formation of Student council and activities planned for students (epoch, sports day, site visits, study tours)	Encourage student co curricular activities
Participation in NASA	A delegation of students is sent to the venue annually to promote participation

- The institute formulated the Development Committee & Implementation & Monitoring Committee for quality improvement in the functioning of the institute in June 2018.
- In April 2019 to enhance the quality assurance the institute acquired the ISO certification under 9001:2015 that has been upgraded to the EOMS 21001:2018 in the year 2021-22

2018-19 & 2019-20

INITIATIVES	ACTIVITY
Initiate the Quality Assurance Process in the institute	ISO certification for 9001:2015 completed in 2019-20
To initiate communication with the Alumni	Formation of Alumni association
To promote mindful & positive work culture	Daily mindfulness session (DMS)

To enhance the placement process in the institute	Training placement cell formulated
---	------------------------------------

- The **IQAC cell was established on 18th July 2019** and since then it has been actively involved in aligning the institutional ISO processes with the NAAC criterias.

2020-21

INITIATIVES	ACTIVITY
To streamline online mode of teaching	To create google classroom
To streamline online mode of examination	To procure online examination format
To improve visibility & brand value	Posting of posters & photographs during the pandemic
Promote the achievements of the graduating students through alumni seminars	Alumni seminars taken online
To start writing culture	To start writing Blogs, Articles & research papers

- IQAC continuously monitors, regulates and reviews the teaching and learning methodologies to improve efficiency through maintenance of daily dashboards.

2021-22

INITIATIVES	ACTIVITY
Class incharges & KRA teams appointed	HOI alongwith the IQAC appoints Class incharges & KRA teams
To promote writing culture & research attitude	IQAC suggested to start writing research papers & participation in conferences
Alumni talks to be taken offline to promote interaction	Alumni talks & seminars to be conducted on campus to facilitate interaction with students
Staff welfare initiative : sports hour	Sports hour for staff on working saturday post 12 noon

- The IQAC cell meets once per semester to discuss and share the initiatives taken and the outcomes achieved.

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender Audit

-The institute **conducts Gender Audit under IQAC procedure** through women development cell.

-The **Gender audit process** is carried out to **assess the extent of gender sensitivity and awareness** at the institution.

The Audit evaluates:

-**Gender ratios at various levels of Teaching, Non-Teaching , Students and their contribution in Curricular, Co-Curricular , Research and Outreach aspects.**

-To review the **facilities available for gender equity** and its adequacy.

- **General perception of safety and provisions** maintained by the institution for the same.

- The **inclusivity of policies, special provisions, and clauses** for gender equity.

Measures for the promotion

-**Maintaining gender balance** while appointing staff.

-**Maternity leave & Special leave policy.**

-**Post of Ladies representative is reserved** in the student council.

-**Adoption of UN SDG 5** in all endeavours.

-The **Constitution of Student Council Formation** is followed for the selection of students in the council to achieve Gender Equality.

-All batches have an **equal number of Boys and Girls Class Representatives** selected every year.

-TSAP celebrates **Men's Day (19th Nov) and Women's day (8th Mar)** every year.

Gender equity & sensitization in curricular and co-curricular activities

-Talk on Nutrition and health.

-**Girls' sports and special awards.**

-Conduct seminars, workshops, talks on women's day celebration.

-Celebration of Birth and death anniversary of famous personalities from the field of sports, politics, literature, culture, art and architecture.

Facilities for women

-Girls' Hostel.

-Ladies Common Room and Washroom.

-Sanitary Napkin Vending Machine

-Self Defence training in campus

-Sakhi Box

-Health Camp

-Medical/ Sick room and Nurse available in campus

-CCTV surveillance on campus

-Gated security on campus with **women guards**

-Separate housekeeping for ladies washroom

-Minimum one female faculty/staff for any tour visit

Others

-The equal opportunity policy of the institution ensures to address student diversity.

-The institute ensures representation from all the stakeholders is equally supported in Co-curricular and extra-curricular purely on merit.

-TSAP encourages Gender Equity in Students' council formation with an equal number of Boys' and Girls' representatives selected as department heads e.g Sports, Cultural, Documentation etc.

-The institute during its orientation program and parents' teachers meeting sensitizes the agenda of Gender equality to ensure opportunities to step out and pursue the internships, Placement and Master's program are extended without gender bias.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**

5.Disabled-friendly, barrier free environment**Response:** A. 4 or All of the above

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

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

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

Response: A. All of the above

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

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

citizens (Within 500 words)

Response:

1. Inclusive Environment:

- **Involvement of all the stakeholders is a priority** while planning and conducting various events on the campus.
- TSAP aims for **inclusivity by celebrating festivals** having varied cultural, regional, linguistic or religious background with the same enthusiasm.
- Festivals like Holi, Ganesh Chaturthi, Eid, Hindi Bhasha Diwas, Onam, , Diwali, Mahavir Jayanti, Christmas are celebrated within the institution to create tolerance and harmony towards culture, region, linguistic diversity etc.
- **Events based on Cultural, Regional, Linguistic background**

Event	Initiative	Date
Marathi Bhasha Diwas	Poster & Cultural program	27th Feb
Hindi Bhasha Diwas	Poster & Cultural program	14th Sept
Gudhi Padva	Poster	as per calender
Ganeshotsav	Poster / Workshop / Reel	as per calender
Eid	Poster & Social Gathering	as per calender
Diwali	Poster & Social Gathering	as per calender
Onam	Poster & Traditional role play	as per calender
Navratri	Poster ,Traditional role play & cultural Garba	as per calender
Christmas	Poster / Cultural program	25th Dec
Sankranti	Poster & Traditional role play	14th / 15th Jan

2. Sensitization towards Constitutional Obligations:

- All **Teaching and non-teaching staff gather in the institution campus to celebrate Independence & Republic day**. Flag hoisting is followed by **March Pass by NCC cadets** and student representatives. Students performance make everyone aware about our social responsibilities.
- **Awareness about constitutional rights and duties of a citizen through Quiz, workshop and poster making.**
- **Electoral literacy campaign through posters ,slogans, desh geet, Logos and skits.**
- **Awareness about constitutional rights and duties of a citizen through SES REC workshop.**

Event	Initiative	Date
Republic Day	Poster / Cultural program	26th Jan

Independence Day	Poster / Cultural program	15th Aug
SES REC Social Entrepreneurship, Swachhta & Rural Engagement Cell	Workshop	As per activity schedule
File Description		Document
Upload Additional information		View Document

7.2 Best Practices

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

Response:

1st Best Practice

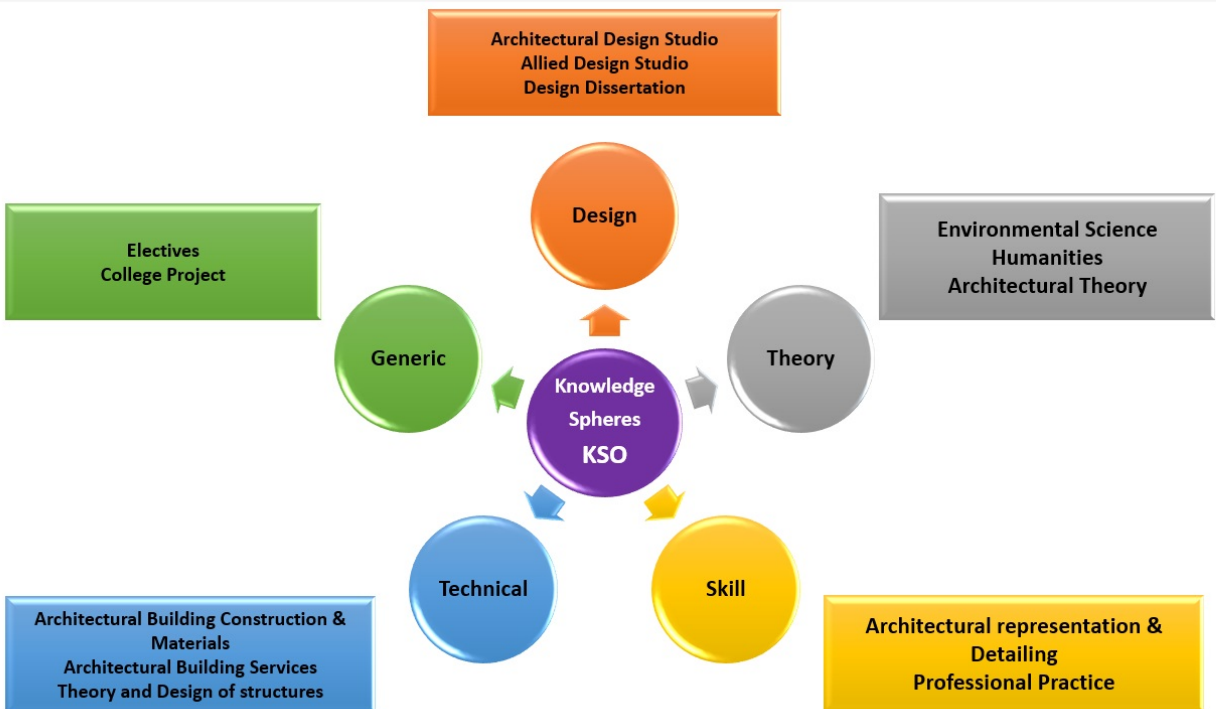
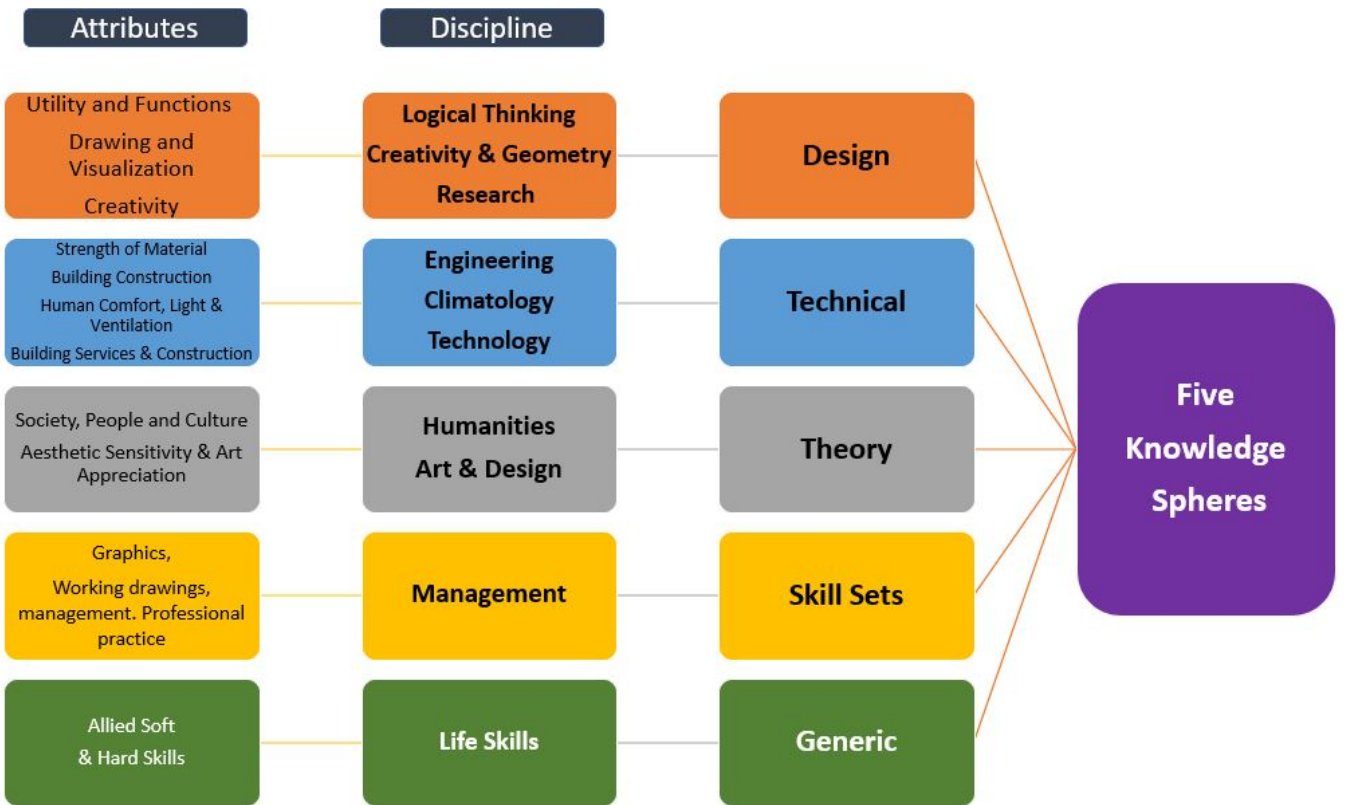
1. Title of the Practice - *Knowledge Sphere System*

2. Objectives of the Practice

The Architecture Program being **Multidisciplinary in composition integrates Design Courses, Theory Courses ,Technical Courses , Skill based courses as well as Generic.**

to align the courses vertically and horizontally in an integrated manner, the syllabus content is grouped in the **Five Knowledge Sphere Domains** as mentioned above.

MULTIDISCIPLINARY NATURE OF ARCHITECTURE PROGRAM



The following objectives were achieved as an outcome:

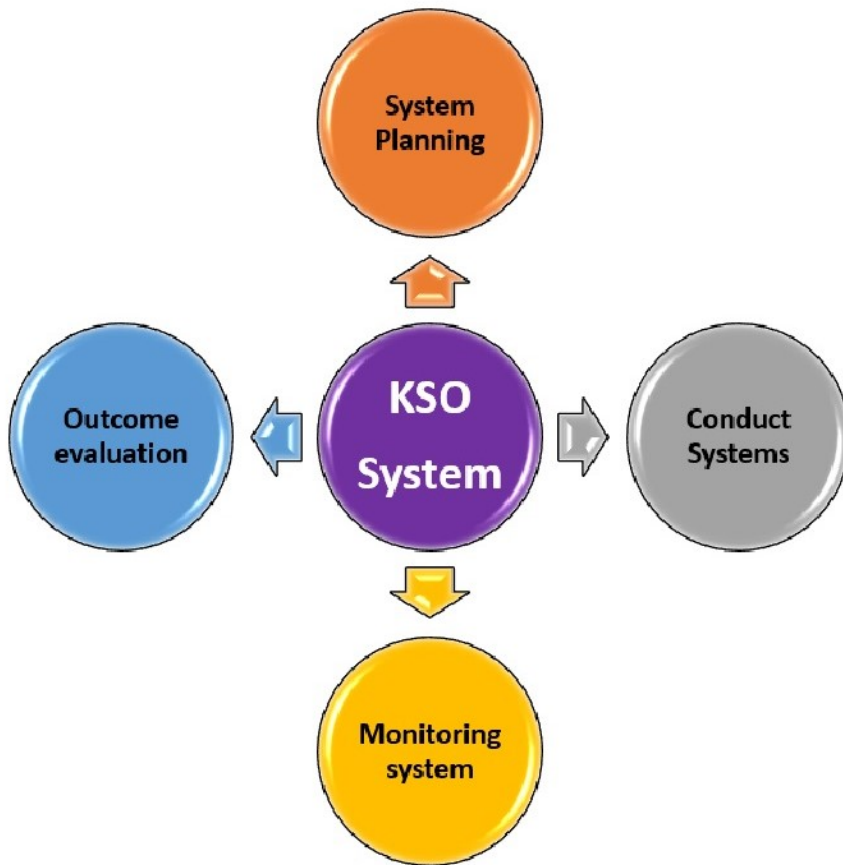
- Comprehensive Course content Alignment

- **Facilitating Understanding**
- **Easy Monitoring** of curriculum transaction

3. The Context

- Simplified **adaptation of Course pedagogy** and interpretation of the PO through each Knowledge Sphere.
- **Knowledge Sphere wise evaluation system**
- The **Identification of resource persons with experience and expertise to guide** as well as monitor the responsibilities of the **Knowledge Sphere Outcome incharge**.
- A **systematic expertise inputs** in real time by the KS incharges.

4. The Practice



System Planning

- As per the course characteristics, the Knowledge Each Knowledge sphere was identified as a unique domain and allocated a role for the responsible delivery of the Graduate attribute by defining the competency level aimed for its achievement.
- A systematic knowledge delivery plan was formulated by identifying the Mode of Delivery and the format of submissions based upon either peer learning, flip classroom, case study.
- The guided system ensured domain courses share the longest duration of the curricular activities and corresponding supportive courses are planned for earlier closure. viz.Courses of Theory/ Generic KS are completed before, followed by the Technical and Design.
- The challenge was to ensure that the balancing of University prescribed hours with the Time table Hours allocated per Course.

Conduct Systems

- The clear, elaborate and detailed teaching plans with definite mode of conduct, identification of suitable resource person/s for delivery of the expected content as a tool for facilitating implementation.
- Use of a variety of teaching aids, appropriate preparation for the implementation of exercises as

planned.

Monitoring system

- The Knowledge Sphere Incharges are required to audit the ongoing sessions. The monthly audits required to be discreet and unobtrusive to the ongoing process, while facilitating continuous improvement in real time.

Outcome evaluation

- Being a system driven approach regulated by forms, formats, validation process well defined and incorporated in the Academic Calendar as a ritualistic process, ensured that no doubt, dilemma or delay affected the implementation.

5. Evidence of Success

- This has ensured horizontal and vertical integration
- A single comprehensive actionable plan was developed to ensure the desired outcomes could be mapped through planning, conduct mapping, evaluation and corrective measures in real-time.
- The system brought the onus of lecture delivery.
- The Project work outcomes were definite and clear.

6. Problems Encountered and Resources Required

- Several brainstorming sessions were required for planning.
- The System was required to balance the academic flexibility offered by the syllabus while achieving the mapped objectives.
- Training and orientation of new recruits, visiting faculty and industry experts working in coherence with the existing core team through time to time meetings was required to ensure frictionless implementation.
- Academic Calendar and other strategies for slow and advanced learners were gradually but successfully implemented in each cycle.

2nd Best Practice

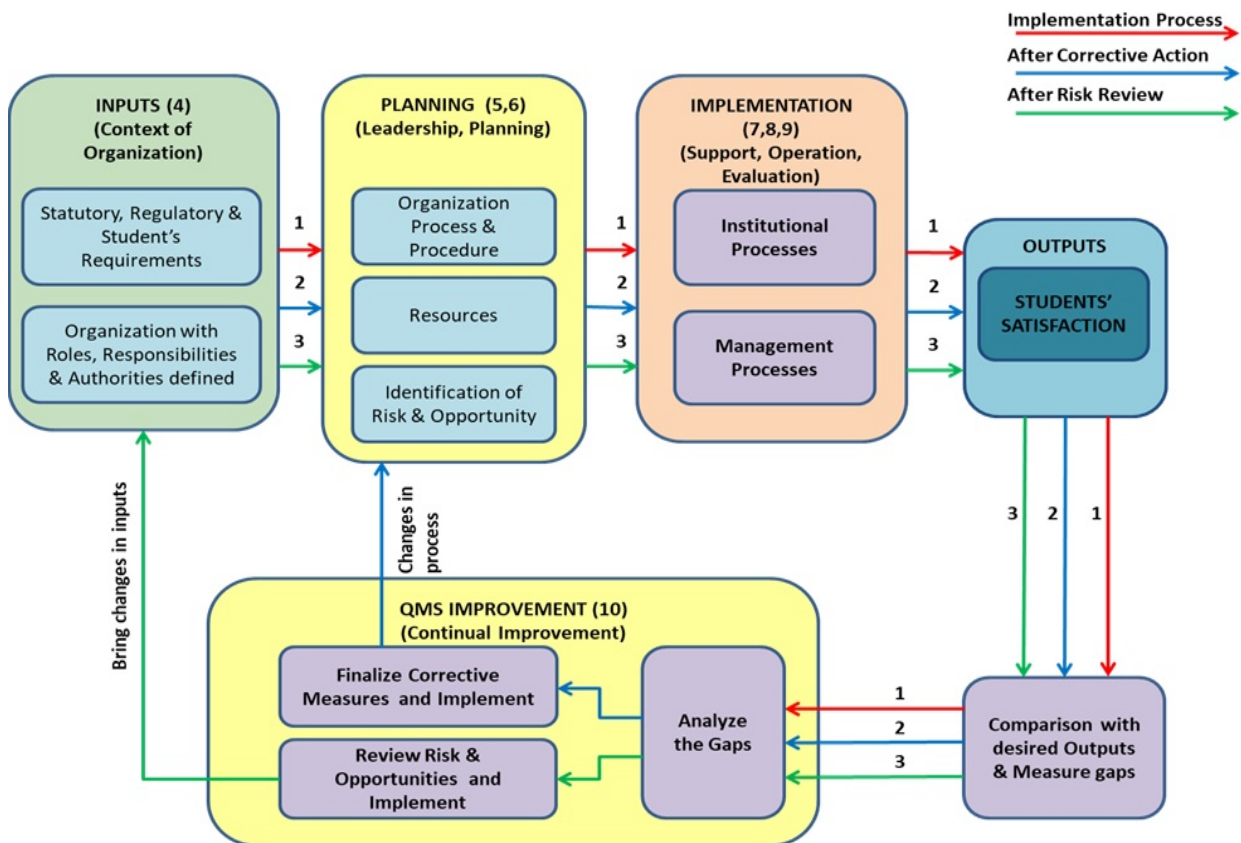
1. Title of the Practice - *Quality Management System*

2. Objectives of the Practice

- Continual improvement through review and feedback analysis.
- Adopting risk based thinking.
- Increased stakeholder participation and engagement.
- To inculcate a sense of ownership and responsibility
- To include training, communication and alignment in all endeavors.
- Quality control, disaster management, cost and time saving.

3. The Context

- To define roles, responsibilities of the issuing, implementing, approving and reporting authorities
- To define long term, short term goals and benchmarking .
- To ensure communication and calibration in performance of all stakeholders in real time.
- Implementation system required rigorous training and setting up of a robust audit system.



4. The Practice

- The UOM syllabus allows 25% flexibility in determining course contents and conduct details for which were defined through QMS.
- The resources requiring external service providers or experts, was a challenge especially for niche specific and specialized Skill courses as well as technology.
- In Creative programs of design studies, a disciplined and systems approach is usually perceived as limitation, however as the QMS was adopted the system gained immense support gradually and it streamlined the activities.

5. Evidence of Success

- Increased Stakeholder participation in the decision making process.
- Overall increase in the awareness levels regarding the qualitative procedures amongst all stakeholders.
- Quality control on the various outcomes and reduction or elimination of the non confirming procedures and products.
- Clear and definite process based ownership and mapping through performance based indicators.
- Increase in the overall satisfaction level of the stakeholders.

- Robust documentation system for measurement, calibration, corrective action and review.
- Assessing or presenting the internal and external audits has increased awareness of integrity.
- With a validated system in place, a timely review mechanism and feedback analysis, the system has been successful in ascertaining the institutional performance.

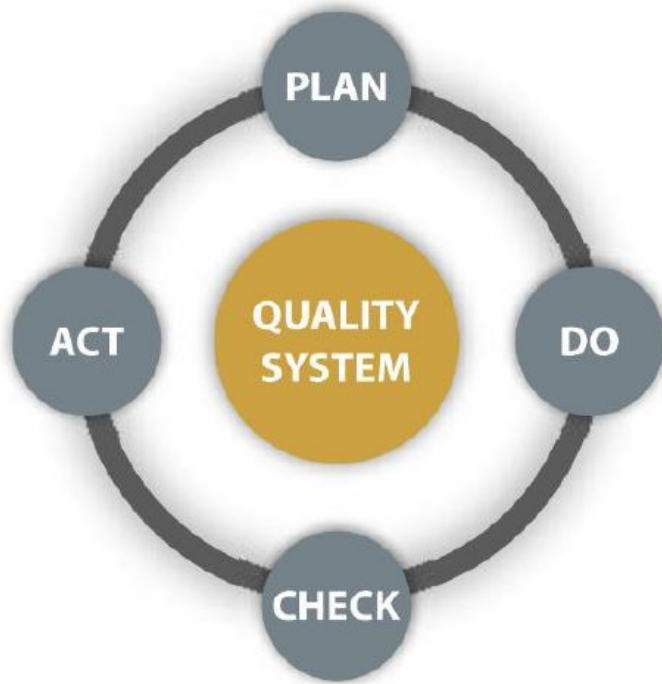
6. Problems Encountered and Resources Required

- Shift from individual centric to system monitored approach was a challenge.
- The additional hours required for brainstorming, formatting and documentation of data, conducting audits, evaluating audit findings, making changes in the manual document required to be accommodated within the prescribed working hours of the faculty meant for contribution towards, teaching, learning, research, evaluation, developing teaching aids as well as regular assessment and examination related responsibilities. The challenge was to ensure that the teams working over a particular process were able to meet within the off time table hours for the same and produce documentation by regularly recording minutes of such meetings as a reference document.
- The continuous revamping , updating and corrections in the manual document required meeting of the teams with on screen projection and data drives to ease understanding and reduce excessive printing.

7. Notes

The simple adoption of Plan, Do, Check and Act cycle has been an effective cyclic method for organization.

Robust Review Mechanism for Continuous Improvement



File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

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

Response:

Background:

The Institution has set its clear focus on nurturing environment consciousness to create competent, innovative and creative professionals that are socially responsible. To achieve the goal set in the vision and mission of the Institution, the content of various training programs is curated towards achievement of qualitative outcomes of environment consciousness through value based education.

Inspiration:

The Institute draws its inspiration from rigaveda hymn that urges the learners to derive knowledge of environment consciousness in all their endeavors.

Sanskrit Transcript

॥ मधु वाता ऋतायते मधु क्षरन्ति सिन्धवः।
माध्वीर्नः सन्त्वोषधीः ॥

Source: Rigveda, 1/90/6

English Translation

The learned, is Conscious, about the role of the Environment and remains imbibed with an attitude of gratitude to be a protector of the environment, as it brings bliss of completeness & sustainability to life.

Source:

Rigveda, 1/90/6

Our strategy of implementation works in the following areas:

- **Inner Consciousness as a root towards environment consciousness**

The institute practices Daily Mindfulness sessions as a 15 minute ritual that brings focus to mind, body and soul. The endeavor is to bring comprehensive wisdom and single mindedness while working together to achieve enrichment for self and others.

- **Teaching Learning Process:**

The Teaching plans ensure the content of environment consciousness is part of the discourse as well as the pedagogical exercises are designed to promote creative thinking and innovation towards it. The Design courses of the curriculum are ingrained towards sensitive contexts and issues concerning environmental protection as well as sustenance.

- **Learning Outcome Model for Environment Consciousness:**

Every course is mapped keeping Environmental responsiveness as the key area of addressal, while conducting, study, research, documentation, analysis and or preparation of proposal schemes or concept notes.

- **Engagement with society:**

The Institute always promotes participation of the learner, in a case study based approach to address the needs of the society at large by interacting with various groups of stakeholders, understanding their requirements, expectations, limitations and identifying the challenges if any. The participatory role of community as a part of the stakeholder of all projects has been a distinct uniqueness of the Institution that can be mapped through all the design programs undertaken by the Institution. The Institute engages regularly with several local Non Governmental Organizations and has been actively involved in the activities of Street Connect, Beach cleanup, social Drives etc.

- **Industry Interaction:**

The Institution supports participation of Industry experts through collaboration and formation of Students Chapters. The Institution has an Students Chapter formed in collaboration with Indian Green Building Council, India (IGBC) . The Institution also has an Operational MOU with Fire Safety Association of India (FSAI-Mumbai Chapter) for exchange of knowledge, expertise and on site exposure. The Institution participates and collaborates to hold competitions in collaboration with IDAC for creating awareness and sensitization.

- **Participatory Learning:**

The Institution has Academic Connect with authorities to conduct specialized hands-on training programs is a unique system at TSAP. The institute has undertaken certified training programs with Hunnarshala (Bhuj), Laurie Baker Centre (Chennai), IIT (Kharagpur), CEASID Pune, Footprints Earth (Ahmedabad), Manav Sanghralaya (Bhopal) to name a few. As a pedagogical culture at TSAP, conduct of hands-on training is an effective way to ensure learning outcomes with environment consciousness as the core objective is delivered by developing a better and clear understanding of skill based learning, with use of appropriate tools, technology and knowledge.

- **Learning from Regional Diversity:**

Every region is unique in terms of culture, flora, fauna and landscape. The study tours of the Institution are aimed to map the learning outcomes addressing the uniqueness of each environmentally responsive design, through study of Architectural fabric and studies on customary practices, culture and society.

- **Participation in Competitions:**

The students are encouraged and supported to participate in competitions. The uniqueness of the participation from the Institution is evident in the thematic identification of the program and solutions that are deep rooted and based upon the stakeholder expectations with sustainability and environment consciousness at its core.

As an achievement of all the endeavors taken up by the Institution, some of the benchmarks are mentioned below:

- The Institution has achieved the membership of United Nation Academic Impact (UNAI) for its role in setting up the culture of academic learning for its commitment to the charter of following the Ten principles of the United Nations, through its Environment Conscious Initiatives and promotion of practices.
- The Institute participated as an academic partner for the Multidisciplinary in International Conference on Architectural Introspection of Sustainable Development Goals (ICAISDG).
- The Faculty of the Institution presented research papers on addressing the various SDGs.
- The Institution has formed a Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC). The Institution has defined ten action groups for improving facilities in the Campus and the Community/Adopted Villages in the areas of Sanitation & Hygiene, Waste Management, Water

Management, Energy Conservation and Greenery post COVID-19, along with the observation of three environment, entrepreneurship and community engagement related days to inculcate in faculty, students and community, the practices of Mentoring, Social Responsibility, Swachhta and Care for Environment and Resources. The Institute is recognized for its SESREC by Mahatma Gandhi National Council of Rural Education Department of Higher Education, Ministry of Education Government of India.

- The students in their final year Design Dissertation, choose issue based topics and attempt to address the societal concerns with an environmental dimension. The exercises are mapped for gauging the achievement of Sustainable Development Goals, amongst the identified 17 Goals of the United Nations. The Dissertation portfolios of the students mapped with SDGs are a unique testimonial evidence through the journey of five years of **continuous learning and nurturing towards environment consciousness.**

“With the power of knowledge, celebrate life “

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The Indian education system is undergoing remarkable changes and re-inventing to match at par with the global practices, to ensure that the Graduates from the Institutions are employable and Industry ready professionals, to take charge of setting up entrepreneurial practices. The education of Architects to be Global practitioners requires multi-dimensional preparation, at par with the emerging trends in Industry. To fill this Industry - Academia gap, Institutions like us, while positioning to meet global standards, have to provide state of the art infrastructure, highly qualified human resource and strive to provide an ecosystem that goes beyond the confines of syllabus completion.

At Thakur Group of Institutions, it has been a constant endeavor to provide state of the art infrastructure facilities and set up quality standards comparable with best in the Industry and at par with the International standards. The Institutions under the Thakur Education Group have achieved benchmarking at prestigious NAAC and NBA accreditation for the programs on their campus. One of our Institutions is approved by European Union Aviation Safety Agency (EASA), an unique in India and rare honor for any Institute, that allows them to train Internationally employable experts.

The Institution invests the resources with a broader perspective aligned with vision and mission for the enrichment that brings quality to the fore front. Our Honorable Prime Minister Shri. Narendra Modiji's dream of ensuring high quality of education for empowering India, as a leader in Education, that lead to holistic development.

Following are some of the Areas that we wish to highlight regarding the compliances achieved by Thakur School of Architecture & Planning.

The Institution has an intake of 120 from Council of Architecture (COA), that is allotted to Institutions only when they qualify and able to present consistent achievement of educational quality as well as infrastructural standards, at par with excellence. The Institute also has the approval for 120 intake since inception by AICTE. Getting approval from AICTE and COA by satisfying all norms of both the statutory authorities is a unique compliance amongst leading Architecture Institutions in India.

Concluding Remarks :

1. The Institution has formed **Institute Innovation Cell (IIC)** as per Ministry of Education for the promotion of Entrepreneurial practice and set up Incubation Centre for its students since 2020-21.
2. The Institution has been chosen as the **Best Architecture Institute in Mumbai under Times Education Icon Award by Times Education Group for Consecutive 4 years, based upon the feedback and survey.**
3. The Institution has unique qualification of being **Certified for ISO 9001-2015 since 2019** and updated to **ISO 21001-2018 since 2022**, for its Quality Assurance System.

4. The Institute has been awarded **Institutional Membership of United Nations Academic Impact** for its contribution towards Sustainable Development Goals.
5. The Institution has **Student Chapter of Indian Green Building Council (IGBC, India)**.
6. The Institute has been recognized as Recognized **Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC)** by **MGNCRE**, since 2020.
7. The Institute has **overall student satisfaction** survey feedback on **of around 9/10 in National Digital Platforms of Shiksha.com & Collegedunia.com portal**. The students of the Institute have won several awards in competitions at National and International level.
8. The Institute has its **own blog page to develop research and writing** interests while faculty and students are promoted to contribute in research work.
9. The Institute has several **outreach programs** and the faculty participates in updating the knowledge through programs of **NPTEL and Training program for Teachers curated by Council of Architecture**, New Delhi.
10. We are able to achieve above **90 % pass percentage and negligible dropout rate** since inception

Writing the SSR as per the format of NAAC has given us the opportunity to compile and understand the various aspects of quality education. The formation of the '**Steering Committee for the preparation of the Self Study Report (SSR)**' has been the guiding force in the alignment of our ISO Quality Management System and preparation of the Quality Manual since 2019 that has helped shape us the broad road map towards our 'Quest for Excellence'. To the best of our knowledge and understanding the report has been prepared and hopes to meet the expectations of NAAC committee for accreditation process

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :17</p> <p>Remark : DVV input as some courses are repeated and would be counted once</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>175</td> <td>200</td> <td>392</td> <td>313</td> <td>203</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>175</td> <td>203</td> <td>392</td> <td>390</td> <td>203</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	175	200	392	313	203	2021-22	2020-21	2019-20	2018-19	2017-18	175	203	392	390	203
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175	200	392	313	203																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
175	203	392	390	203																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 375</p> <p>Answer after DVV Verification: 375</p>																				
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1.1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1.1	0	0	0	0										
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.1	0	0	0	0																	

2021-22	2020-21	2019-20	2018-19	2017-18
.5	0	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	1	1	0

Remark : Revision considering calendar year publications.(Jan to Dec) and excluding 2022.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	6	0	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	3	0	1	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	6	2	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	6	2	4

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

Answer before DVV Verification : 40

Answer After DVV Verification :20

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
425.40	252.10	94.45	76.42	31.94

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
200.40	100.10	90.45	76.42	31.94

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

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

Answer before DVV Verification : 97

Answer after DVV Verification: 97

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58	48	46	32	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
58	48	46	32	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
64	91	84	55	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
60	82	63	55	0

Remark : Revised values as per the data in Metric 2.6.3.1.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	7	1	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	1

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	4	21	16	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	4	15	10	9

Remark : Revised input as per that events cannot be split into activities. Multiple events on the same day to be considered as one only.

6.2.2 *Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
51	17	21	23	34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
51	17	21	23	34

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	16	16	17	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	16	16	17	11

28	28	28	28	28
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Remark : Revision for 6.3.3.2. as per the IIQA.

7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 60 Answer after DVV Verification : 58</p>																				
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>801.48</td> <td>682.82</td> <td>713.68</td> <td>649.90</td> <td>602.80</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>714.98</td> <td>608.37</td> <td>643.39</td> <td>571.80</td> <td>518.25</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	801.48	682.82	713.68	649.90	602.80	2021-22	2020-21	2019-20	2018-19	2017-18	714.98	608.37	643.39	571.80	518.25
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