



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
THAKUR SCHOOL OF ARCHITECTURE AND PLANNING  
C-50312**

**Mumbai  
Maharashtra  
400101**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	THAKUR SCHOOL OF ARCHITECTURE AND PLANNING Mumbai Maharashtra 400101	
2.Year of Establishment	2014	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	29	
Permanent Support Staff:	28	
Students:	497	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Very clean hygienic and well maintained infrastructure 2. Proactive Management 3. Good admission	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 06-10-2023 To : 07-10-2023	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. ISAAC KUNCHERIA P	FormerVice Chancellor,HINDUSTAN INSTITUTE OF TECHNOLOGY AND SCIENCE
Member Co-ordinator:	DR. SHAILA SAHEBAGOUDA BANTANUR	Director,BMS School of Architecture
Member:	DR. MADHUMITA ROY	Professor,JADAVPUR UNIVERSITY
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Thakur School of Architecture & Planning (TSAP) was established 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.

The Institute is part of the larger Institutional campus having, Engineering and Management Institutions on campus.

Though the Institute is affiliated to Mumbai University and follows the curriculum prescribed by the University, it has the flexibility and autonomy in prescribing 25 percent of the curriculum content. It is done through the courses viz., Allied Design Studio, Electives and College Project.

The Institution is currently engaged in creating a repository of data base on the basis of survey findings through 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

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 time. During the program in the Semester VIII of the curriculum the student takes up internship with Architectural firms for a period of 90 Days. However, the student survey shows that the interaction with architectural firms needs to be strengthened to have a meaningful industry institute interaction.

The Institute follows an academic calendar based on the university guidelines. Social responsibility activities are being done by students and propagated well. Feedback mechanism is established. However, the formal feedback systems on curriculum needs to be improved and gap analysis is to be carried out to improve the outcome of the courses offered.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>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</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The School has adopted the Outcome Based Education (OBE) system for the programmes by clearly defining the Course Outcomes (CO), Programme Outcomes (PO) and Programme Specific Outcomes (PSO). The Institute complies with Govt. Reservation Policy in the admission. The institute make admissions in B.Arch programme based on COA and University regulations. There is upward trend for increase in students' intake. The college organises induction/orientation programmes for freshers. Learning levels of students are assessed through personal interactions through Mentors along with the parents. Programmes designed for advance and slow learners. For slow learners, the Institute is organising extra classes by providing additional time and academic support to complete the program at their pace. The advanced learners are encouraged and to some extent financially by providing appropriate scholarships based on CGPA. Advanced learners are encouraged to participate in various co-curricular and extracurricular activities.

There are 29 permanent faculty members. Out of the total number of faculty, a few faculty members do not have masters degree even. In order to make learning more student centric, the institute uses various methods such as visit to other institutes, educational trips, seminars, talk by experts, workshops, individual projects and assignments, class room discussions, brain storming activities, role plays, case studies etc. Experiential learning is provided through project work/thesis work, industrial visits, field visits etc. The institute also organises various technical and socio-cultural events of local and national level such as NASA, EPOCH(annual fest), URJJA( annual sports), TATTVA(students' exhibition) , guest lectures etc. The institute follows mentoring system where progress of each student is monitored by a faculty advisor/mentor.

Extensive use of ICT is done to make teaching learning more effective. Teachers use ICT for effective teaching with digital writing pad, shared virtual laboratory sessions for remote learning etc. The Examination Section use IT at various levels for smooth conduction of examinations, publication of results and transcript preparation.

22 percent of the students participated in online student satisfaction survey regarding teaching learning

process.

Teachers to be encouraged to participate and present papers in state, national and international level conferences and seminars. Faculty having only postgraduate degree needs to be encouraged and facilitated to pursue part time doctoral research. Detailed analysis may be made continuously to improve teaching-learning process/outcomes. The tutorial/mentoring system needs to be strengthened.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	<b>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</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>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.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

Qualitative analysis of Criterion 3

The University of Mumbai has not yet identified architecture as faculty for research leading to Ph D. There are no faculty having a research degree. Hence the research initiatives are low. There are no publications by faculty in indexed journals. They have a few publications in UGC Care list journals and their contributions in book chapters in 2020-21 is remarkable. An IPR Cell is established. They have conducted a few workshops to promote research.

Some extension activities have been reported to be carried out in neighbourhood institutions . Installations made by the students for the public display to spread the awareness on re-purposing the waste materials is a good example of extension activity. Some activities like park development, Terrarium workshop, furniture & Art Installations are few of the relevant activities related to the curriculum.

The Institute has entered into several MoUs for academic activities and some of them are short term and few are perpetual. The faculty and Students have been benefitted by these MoUs.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>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.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>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</i>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

The Institute is in a campus where the same management has an engg college and management Institute. The campus has well maintained buildings. The upkeep of the buildings is really commendable. A few facilities like auditorium, sports, yoga facilities, etc are shared with sister institutions in the campus. The Institute has a studio for 40 Students equipped with Projection, PC and high speed wifi connectivity and ergonomically designed adjustable chairs and drafting/ writing desks. In addition there is a Computer lab, Material museum, Permanent Exhibition space. The classrooms are provided with projection facilities and good furniture. The IT infrastructure is fairly good with wifi and sufficient bandwidth. They have provided facilities for indoor games and have a hired public open public playground for outdoor sports.

Library is spacious and has sufficient number of books and print journals. However, they should augment the procurement of reference books. The library is automated with KOHA software.

#### Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

The Institution has a student council for the benefit of the students' community. The students council conducts extra-curricular activities like NASA programmes, sports, extension activities, cultural programmes,

etc. The students are encouraged to participate in cultural activities and their performance is really appreciated.

The Institution has a registered alumni association which meets once in a year. It helps the students' community in developing the curriculum and support the activities of the institute for better placement and organising events.

There is a placement cell which is active and supports the students in finding placement and offering guidance for higher studies. A few students are placed in several architectural firms. However, efforts may be made to improve the salary.

The student progression is good.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>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.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>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</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

Qualitative analysis of Criterion 6

The Institute has vision and mission in keeping with the objectives of higher education. The Institute has an Internal Quality Assurance Cell (IQAC). The leadership in governance, value orientation and community service are in place. The Institute has a Principal, Vice Principal and a proactive team under the leadership of Principal. The Principal is assisted by Vice Principal and other faculty members for various key activities, who look after the overall administrative and academic activities of the Institute. The Institute has few welfare schemes for teaching and non-teaching staff such as Cooperative society titled Thakur College Staff Cooperative Society, Staff Quarters facilities, Yearly Medical Tests for staff, Earned Leave Encashment for Admin staff and HOIs. Gratuity, Provident Fund, special leave/maternity. .

More financial support and facilities are to be provided to the teachers to attend conferences/workshops and towards membership fees of professional bodies in order to improve the research output and overall capacity development of faculty.

Faculty empowerment to be enhanced especially in higher studies and research. Faculty to be encouraged to attend refresher courses, short-term courses, faculty development programs etc.. More faculty development program to be organised for teaching and non-teaching staff.

The Institute has recently received nominal funds/grants from various agencies. It follows the promotional rules as per COA norms. As per the PRDP( Performance Review and Development Profile ), the appraisal of the faculty is being done through a structured format

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>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)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

Qualitative analysis of Criterion 7

1. Knowledge Sphere System- The school maintains a very good value added human approach as an conscious initiative to create environments in which students are valued, loved, and seen — and design experiences through which they get to practice the capacities, character, and beliefs allowing them to make informed choices about their lives and experiences through which they get to apply their strengths towards solving problems creatively they care about today.
2. Improvement through adoption of Quality Management Systems Approach -TSAP understand the value of a systems approach. They have shifted from an individual driven organization to a system driven organization. The adoption of the QMS system has brought clarity and drawn clear lines of communication that has resulted in change in quality that is manifested in every outcome presented. The overall sense of satisfaction and quality consciousness that is witnessed is a testimonial evidence of its success.

**Section III:OVERALL ANALYSIS**based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)



## Overall Analysis

### **Strength:**

Visionary Management with a large number of educational institutions

Adequate and Well Maintained Infrastructure

ISO Certification and systems approach in management of the affairs of the institution

Dedicated and committed faculty members

Good admission

### **Weaknesses:**

Lack of Research Initiatives

Lack of consultancy activities

No external funding

Lack of Sports and Games activities

No faculty with research degrees

Empowering of faculty members

Less number of interactions with Industry and architects

### **Opportunities:**

Location advantage in a city like Mumbai having large number of architects and varied projects for students to learn from

Autonomy in teaching learning to a great extent within the affiliating system

Collaboration with Industries and architects

Application of Green Building Initiatives in the campus to show case it as a model

Digitlisation of the academic activities like ERP, LMS, etc

Students with Urban background

### **Challenges:**

Scope for expansion due to non-availability of land for expansion

Perspective planning and strategic development

Change in eligibility criteria by COA

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- A structured Board of Governing Council to be in place
- More experienced faculty to be recruited
- Research and Consultancy activities to be promoted
- Placement and Training cell to be strengthened.
- IQAC cell to be strengthened
- Faculty to be motivated to attend and organise FDPs, Workshops, Seminars and Conferences
- More energy efficient initiatives to be adopted
- More active MOUs with other Organisations, Industries and academic Institutions of National and International level to be initiated
- A proper appraisal system for the Faculty promotion to be implemented with appropriate benchmarks.
- More industry visits and hands-on trainings to be organised for the students.
- Hire faculty members with Ph D
- Improve ICT and e-Governance for digitilisation
- Practice OBE effectively

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. ISAAC KUNCHERIA P	Chairperson	
2	DR. SHAILA SAHEBAGOUDA BANTANUR	Member Co-ordinator	
3	DR. MADHUMITA ROY	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

**Place**

**Date**