



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ADITYA COLLEGE OF ARCHITECTURE

**ADITYA EDUCATIONAL CAMPUS R.M.BHATTAD MARG, RAM NAGAR,
BORIVALI (WEST) MUMBAI
400092**

www.aditya-arch.edu.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shree Ameya Public Charitable Trust, established in 2001, has been providing education since 2011 with Aditya Group of Institutions. They include Aditya Institute of Management Studies & Research, Aditya School of Business Management, Aditya College of Architecture (ACA), Aditya College of Design Studies (ACDS), and Aditya Centre of Excellence (ACE). The trust aims to combine academic knowledge with practical skills for students, implementing quality programs and experiences to foster learning, development, and academic success to improve the world through education, research, and innovation.

ACA is a renowned institution in Suburban Mumbai, India, established in 2013 with an initial intake of 40 students. It is managed by Shree Ameya Public Charitable Trust, dedicated to educating students in architecture and design. ACA has a strong infrastructure, committed faculty, and a dedicated student fraternity. It has been accredited by the Council of Architecture and the Department of Technical Education and has been certified under ISO 9001-2015 and ISO 21001-2018. The institute is committed to adhering to all ISO prescribed norms and undergoes yearly internal and external audits.

ACA aims to establish a "Centre for Design Excellence" through its undergraduate and graduate degrees, offering postgraduate courses in Project Management, Architecture, Interior Design, and the Bachelor of Applied Arts. It also offers short-term certificate courses under the Aditya Centre for Design Studies. The institute is also affiliated with the Practising Engineers, Architects and Town Planners Association (PEATA) and Indian Green Building Council (IGBC).

The college's teaching-learning methodology emphasizes extracurricular activities, seminars, workshops, and ISR initiatives to produce ethical professionals and responsible citizens. Students engage with social urban issues through ISR initiatives and social partnerships.

ACA has been felicitated with Top Architecture Institute - Rank 1 by Times survey for the years 2018, 2020, 2021, and 2023, MID-DAY Excellence in Architecture Studies award for the years 2017, 2018, and 2019, and ACA was awarded with "Best College" in the Educational Segment category in the recently held DESI HOMES - Realty Icon Awards 2022. ACA, thanks to its experienced faculty and top-tier infrastructure, has students who have received numerous awards and accolades for their creative expression.

Vision

Vision:

1. To be globally recognized as an epitome of learning and innovation
2. Imparting multifaceted Architectural education driven by social responsibility, sensitivity and, supported by state-of-the-art infrastructure.

Aditya Group of Institutes (AGI) has a vision to offer expert-led workshops and conferences to educate students on critical issues, inspire innovative visions, and provide tools for positive environmental, societal, and economic changes.

Mission

Mission:

1. To impart quality education that encourages students to be competent enough for best-fit job roles.
1. To provide faculty members with facilities to research, experiment upgrade and implement contemporary learning tools.

ACA follows **six key pillars** to successfully carry out the vision and mission of the institute. Which in turn aids in promoting national development by delivering high-quality education in a competitive environment, aiming to cultivate professionals who are environmentally friendly and intelligent through a value-based approach. These are **Innovation, Excellence, Integrity, Agility, Trust, and Mutual Respect**.

Innovation: Idea is an asset, we believe. We nurture this idea and take it to a newer level each time.

Excellence: Eminence in teaching & research leads to a path towards excellence.

Integrity: An experience of wholeness built through academic freedom, ethical behaviour and shared governance.

Agility: Willingness to respond, listen, and act through the dynamic approaches.

Trust: Every initiative and effort that we undertake creates lasting progress in the lives of those we serve.

Mutual Respect: An establishment driven by free exchange of ideas, diversity and harmony with a feeling of gratitude.

The college's mission to create a "Centre for Excellence" through creative teaching strategies, encouraging unconventional thinking, research-based techniques, and hands-on experimentation, resulting in excellent academic and placement outcomes.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- ACA, led by Shree Ameya Charitable Trust, is a top-tier institution known for its international-standard education.

- ACA is a unique, integrated vertical campus located in Mumbai's Borivali West suburb, connected to all local transit modes.
- ACA offers various architecture and design programs, including Bachelor of Architecture, Master of Architecture (Project Management), Bachelor of Vocation (Interior Design), and Bachelor of Fine Arts, along with short-term certificate courses.
- ACA consistently ranks among Mumbai's top architectural schools.
- ACA boasts of experienced faculty with a multi-disciplinary and diverse professional expertise.
- ACA has been awarded with ISO 19001:2015 and EOMS certification for ISO 20001:2018, which streamlines the implementation and operation of the Mumbai University prescribed Architecture curriculum.
- ACA uses innovative pedagogy to teach the architectural curriculum by including games, exercises, simulations, and other teaching-learning techniques.
- ACA provides a diverse range of electives as part of their teaching-learning initiatives, including Entrepreneurship, Research, Sustainability, and Management.
- ACA prioritizes a student-centric approach, ensuring a secure environment for students and faculty to teach, study, and grow.
 - ACA prioritizes holistic academic and extracurricular growth, focusing on knowledge acquisition and moral principles.
 - It implements Performance Improvement Initiatives for students with learning disabilities, advanced learners, and diverse backgrounds.
 - ACA provides student support and Yuva Raksha Insurance Policy, while employees are covered by medical and accidental disability insurance.
- ACA offers students local, national, and international exposure through immersive study tours and conferences.
 - Local exposure includes ACA Bridges seminars and case study exercises for design and theory subjects.
 - National exposure includes immersive study tours across India.
 - International exposure includes online seminars, competitions like IDC, and conferences like IDRC.
- ACA is a member of prestigious national and international architecture and building construction industry organizations such as IGBC and NASA.
- ACA has partnered with four NGOs to conduct various Social Outreach Activities in and around Mumbai under ISR activities.
- ACA's alumni network fosters cultural engagement and knowledge sharing, with many working in top architectural firms or as entrepreneurs.
- ACA has a vibrant Student Council that actively participates in both intra-collegiate and inter-collegiate sports and cultural activities.
- ACA maintains a robust social media presence, regularly sharing updates on its academic and non-academic achievements and endeavours.
- The college has organized various national and international outreach activities, including the IDC, IDRC, and Borivali Design Fair.
- Physical Infrastructure
 - ACA's Mumbai-based campus features advanced infrastructure, smart boards, security guards, CCTV cameras, fire-fighting systems, and a digital laboratory.
 - It also has a library with over 12,000 books, a National Digital Library account, and plagiarism detection software for a secure learning environment.

Institutional Weakness

Institutional Weakness

- The college, affiliated with Mumbai University, faces restrictions on new course introductions and is dependent on the centralized admission process.
- The college finds it difficult to admit NRI and international students due to certain limitations.
- The college's young alumni pool has limited participation for learning and job placement opportunities.
- With just 10 years of existence, there is limited outreach and foreign collaboration as well as potential for government grants.
- Over the last decade, the college has focussed on strengthening its undergraduate programme, thereby limiting the number of post-graduate courses it offers.
- As this is still a young institution, there are no housing or banking facilities on campus for holistic student growth.

Institutional Opportunity

Institutional Opportunity

- ACA, located in Mumbai's western suburbs, aims to establish a Centre for Design Excellence to foster relationships with the architecture and building construction industry.
- The college's advanced infrastructure allows it to host technical conferences, exhibitions, and industry meet-and-greets.
- As ACA is in Mumbai, students have access to employment opportunities with prestigious firms and learn about the latest technological breakthroughs from subject matter experts from the architecture and design fraternity.
- ACA has potential to strengthen industry partnerships, to sign memorandums of understanding, and to gain government grants and international collaborations for funded and transdisciplinary initiatives.
- The college can also enhance its Incubation, Research, and Design Cells, providing consulting services and funding research and consultancy projects.

Institutional Challenge

Institutional Challenges

- Obtaining industry funding for the IDC and IDRC is challenging.
- Government grants are difficult to obtain as the college being a private institution with a Hindi linguistic Minority and international collaborations due to the institution's young age.
- Introducing architectural exposure trips is challenging due to logistics.
- Engaging students outside of class hours is challenging due to Mumbai's busy lifestyle and travel time.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ACA, a Mumbai University-affiliated institution, effectively implements the curriculum mandated by Mumbai University and Council of Architecture. The Bachelor of Architecture program at Mumbai University is a five-year, 10-semester program focusing on materials, techniques, aesthetics, and addressing basic problems with users, cities, and civilizations. It includes courses like Allied Design Studio, Electives, and College Projects.

Mumbai University's Bachelor of Vocational Studies (Interior Design) program is a three-year full-time degree that focuses on intentional and responsive design through theoretical understanding, practical skills, real-world projects, case studies, field visits, and professional interactions.

ACA offers a Master of Architecture (Project Management) program approved by the Council of Architecture, lasting two years or four semesters since 2021, and an undergraduate BFA Applied Arts or Bachelor of Fine Arts in Applied Arts since 2023, focusing on design and aesthetics for functional and daily items.

Additionally, for multi-disciplinary and holistic growth, ACA Roots and ACA Bridges deliver content through lectures, workshops, seminars, field trips and study tours.

Curricular Planning and Implementation

ACA uses various learning strategies like group discussions, debates, site visits, and juror interactions. It monitors curriculum delivery and has adopted ISO 19001:2015 and ISO 20001:2018 to enhance Mumbai University-mandated curriculum. ACA has established processes like academic calendar, faculty preferences, subject allotments, timetable, study content, and teaching plans.

Academic Flexibility

ACA has developed a comprehensive framework to integrate university-mandated syllabuses, diverse courses, pedagogically related skill sets, career-oriented programs, and stakeholder review-based programs.

Curriculum Enhancement

ACA offers flexible Architecture courses, requiring students to complete project work, field work, or

internships in semester 8 of the ten-semester program.

Feedback

ACA uses both formal and informal methods to gather student feedback, which undergoes a structured critical examination before implementation. It uses a Plan-Do-Check-Act cycle for real-time academic audits, and its Internal Quality Assurance Cell analyzes input for policy adjustments. Both internal and external audits are conducted for corrective steps.

Student Awareness and Engagement

ACA offers education programs, career counseling, and practical training for students, focusing on gender sensitization, human rights, social responsibilities, and practical operations, while providing career counseling and advice workshops to enhance students' overall well-being.

Teaching-learning and Evaluation

ACA prioritizes teaching, learning, and evaluation in its education, adhering to Mumbai University's course outlines and academic year schedules. Programs and assignments consider students' learning levels, and the professor-student ratio follows Council of Architecture guidelines. Student-centered teaching and active learning strategies guide students, offering action plans for both advanced and slow learners.

Student Teacher Ratio & Teacher Profile

ACA follows the Council of Architecture's 2020 regulations for minimum standards of architectural education in India. Full-time faculty strength is determined through intake, qualifications, selection, confirmation, and appointment processes. The Council of Architecture does not require NET/SET/SLET/Ph.D. candidates for teaching posts, as the program is distinct and only a few schools offer Ph.D. programs.

Teaching Learning Pedagogy

ACA employs a Teaching Learning methodology, utilizing ICT-based resources and a code of conduct to create comprehensive lesson plans. It ensures higher order thinking and equity in assessment through experiential learning, participatory learning, and problem-solving approaches. Data collection, measure drawings, and workshops are essential for cooperative learning. Activities like site visits, presentations, and study trips foster cooperative learning. Teachers use information and communication technologies for efficient teaching. Faculty maintains an academic planner and a faculty-to-student mentor ratio for academic and stress-related difficulties. The college supports faculty participation in workshops and research articles publication.

Evaluation Process and Reforms

ACA promotes progressive evaluations, dividing class workload into smaller tasks and promoting cooperative learning through group work, data collection, presentations, and study trips. It uses Bloom's Taxonomy to assess Program Specific Outcome (PSO) and Course Outcome (CO) attainment, based on students' predetermined learning levels. Institutional reforms include attendance weightage in evaluations and transparency in internal and external assessments. End-of-semester exams follow Mumbai University regulations and timetables. The college maintains an active Grievance Redressal Cell to address complaints and

maintain an open assessment system, enhancing student satisfaction ratings.

Mentorship and Placements

The college offers a vertical mentorship program where students are assigned faculty mentors to discuss academic issues and challenges. This program maintains an evaluation feedback record, and strong academic performance correlates with higher education in India and abroad and higher placement rates.

Research, Innovations and Extension

Research in Academics

ACA prioritizes information development and sharing in its B. Arch., B. Voc., and M. Arch. courses, focusing on case studies, contextual studies, and field research. It encourages a research mindset in its Humanities and Architectural Theory courses and has approved funding policies for the same.

Resource Mobilization for Research

ACA fosters innovation and knowledge transfer through its Research Cell, Design Cell, and ISR Committee activities. It encourages staff and students' active participation in research, acknowledges academic achievements, and supports research presentations. ACA also encourages faculty to become research mentors and pursue doctoral degrees, with five faculty members currently pursuing their PhDs, while others are practicing architects.

ACA, having completed ten years, will now be eligible for funding or grants from the AICTE in the upcoming academic year.

Research Conference, Publication and Awards

ACA has been hosting the International Design Research Conference (IDRC) since 2019, attracting scholars and students worldwide. It collaborates with industry organizations, publishes selected articles in the ISSN-number-validated journal "Shodhaditya," and has a college magazine, F.Y.I., supervised by a faculty mentor. Both teachers and students contribute to research papers in national and international journals and conferences.

ACA has been recognized as the top architecture institute by The Times survey in 2018, 2020, 2021, and 2023, and the "best college" in the educational segment by DESI HOMES - Realty Icon Awards 2022.

ISR and Extension Activities

The ISR Committee of ACA is dedicated to societal giving and promoting social awareness among students. They collaborate with local NGOs to plan activities for children and elderly residents, participate in Project Mission Garima to ensure safe working conditions for Mumbai's sanitation workers, and provide recycled wastepaper books to underprivileged students, aiming to improve their lives.

Collaborations and Learning from Experts

ACA Bridges and ACA Roots host workshops and seminars for students, involving architecture and building

construction fraternity experts and alumni, respectively. ACA is a key member of professional organizations like IGBC, and NASA, collaborating on training, knowledge sharing, and seminars. They have signed Memorandums of Understanding with architectural firms to enable internships and real-world projects for students.

Infrastructure and Learning Resources

ACA has enhanced and incrementally expanded its infrastructure and labs to meet global industry standards, adopting modern technologies and expanding facilities. It has adhered to strict standards set by the Council of Architecture for ten years, including a computer lab, material repository, and language lab above studios and lecture halls.

Physical Infrastructure

The Institute offers a comprehensive range of facilities for educational, co-curricular, extracurricular, and extension activities. Its nine-story Wi-Fi campus spans 1,20,000 sq. Ft. and includes a 12,000 sq. ft. convention center, 2,000 sq. ft. seminar room, 2,000 sq. ft. open atrium, three 1,184 sq. ft. amphitheatre-style lecture rooms with Smart TVs, one 700 sq. ft. amphitheatre-style lecture room with Smart TV, two 645 sq. ft. small studios with Smart TVs, and eight 1,291 sq. ft. large studios with Smart TVs. The Institute is accessible and features a 300+ capacity canteen, 500+ capacity auditorium, common rooms, outdoor sports facilities, material, climate, and language labs, and dedicated boardrooms for meetings and group discussions. The campus also includes outdoor sports facilities and labs for material, climate, and language.

Library Resources

The library, equipped with wi-fi and central air conditioning, houses 12,000 volumes and subscribes to online databases like "EBSCO" for full-text articles and national and international publications on art, architecture, and design, making it a National Digital Library member.

IT Infrastructure

ACA has implemented IT policies for seamless online and off-campus e-learning which proved to be particularly effective during the COVID era, utilizing shared access for interactive online sessions and two-way conferences in state-of-the-art seminar rooms. Security measures include CCTV surveillance and biometric systems. The institution has a network of 364 computers and laptops with internet access and a 100 Mbps leased high-speed line.

Academic Monitoring Resources

ACA utilizes TCS iON ERP (Enterprise Resource Planning) for efficient academic program organization.

Campus Maintenance

The college establishes rules and procedures to ensure proper housekeeping, composting, waste management, recycling, and maintenance of diverse physical, academic, and support facilities, following ISO protocols. Professional companies are hired on annual maintenance contracts for security, housekeeping, and equipment maintenance, with regular internal and external audits conducted.

Student Support and Progression

Student Support

ACA admits students from reserved categories through a centralized admissions process and offers advice support for those eligible for government scholarships and freeships. ACA provides information on scholarships from government and private NGOs to economically disadvantaged and reserved students, and fee concessions. It also conducts sessions to address concerns from stakeholders like the Women's Anti-Ragging Cell, SC/ST Cell, and Grievance Redressal Cell. Student counsellor Ms. Sreemayee Sarcar offers weekly appointments for mental health and other issues.

Student Progression

The Academic Committee, comprising Class and Course In-charges, is responsible for organizing the Comprehensive Annual Calendar, addressing student issues, and maintaining a hierarchical structure for effective student management, ensuring open communication and prompt resolution of student problems.

Class in-charges oversee academic, administrative, and student activities annually, ensuring a balanced approach to education by curating courses, monitoring student growth, and addressing irregular attendance, based on pedagogical objectives set by the Principal and Director.

ACA promotes an inclusive environment for students to express their uniqueness, ACA also participates in a transformative mentoring program that fosters a supportive, confidential, and ethical relationship between mentor and mentee.

Student Involvement and Events

ACA offers a supportive educational environment, promoting academic development, capacity development, and emotional and financial support for students. ACA also helps students develop personalities and participate in co-curricular and extracurricular activities. ACA also offers workshops, seminars, conferences, soft skills workshops, yoga workshops, ICT skills workshops, and health and cleanliness training. ACA has a thriving Student Council, promoting student participation in extracurricular committees and activities like Udaan, the annual intra-collegiate fest.

Student Alumni Connect and Engagement

ACA's first graduating class graduated in 2019. Alumni of the ACA are employed in a variety of architecture and allied fields such as urban design, landscape design, set design, and construction management. Alumni share their professional experiences and expertise with students through workshops and seminars through ACA ROOTS, (launched in 2020), helping students enhance their overall personality.

Many ACA alumni have pursued further education, receiving scholarships and tuition waivers to reputable international colleges. ACA Alumni portal, alumni.aditya-arch.edu.in, facilitates networking and interaction between teachers, alumni, and current students.

Governance, Leadership and Management

ACA's visionary management has implemented a Quality Policy since 2020 and links it with an ISO Certified Quality Management System, certified through internal audits and external agencies.

Institutional Leadership and Vision

ACA aims to become a global learning hub, providing comprehensive architectural education with social responsibility and sensitivity, supported by advanced infrastructure. The leadership aligns with the National Education Policy (NEP)'s goal of expanding knowledge domains and integrating administrative and quality enhancement requirements.

Strategy Development and Implementation

The Governing Council is a key decision-making body in the school, overseeing budgetary decisions, defining faculty and academic advancement courses, and includes fraternity and management members in annual meetings.

ACA's vision and mission are managed by all stakeholders, including management, directors, principals, students, alumni, teaching staff, academic coordinators, and industry professionals. Decentralization and participatory management are employed, with the principal handling academic and administrative tasks. Regular meetings ensure transparency and accountability in the institute's work culture.

Faculty Development Strategies

The ACA's Faculty Development Committee proposes programs like teacher training, faculty development, industry immersion, and research sponsorship to enhance staff competency, which are covered by the annual budget allocation.

Internal Quality Assessment System

The college has implemented ISO 9001-2015 from 2020 to 2023 for quality assurance, focusing on procedural alignment and student needs. In 2023, it adopted ISO 21001 2018 following IQAC's advice, enhancing compliance and quality assurance. The updated rules are suitable for educational institutions, and NAAC Criteria are mapped in the ISO QMS Manual, ensuring qualitative checks and compliances.

The institution has identified several policy documents and created a comprehensive QMS Manual over the years, which has streamlined the quality assurance system.

Role of the IQAC

The Academic Monitoring Committee and Internal Quality Assurance Cell (IQAC) oversee the college's academic, cocurricular, and extracurricular activities, managing performance assessment systems and providing feedback for teaching and non-teaching personnel through a review mechanism.

Use of Technology, Audits, and Employee Welfare

ACA employs e-governance techniques and ICT technologies for teaching, learning, planning, administration, and student services, conducts regular audits for revenue and expenses, and offers welfare programs and personal growth opportunities to employees.

Institutional Values and Best Practices

ACA promotes a healthy, inclusive mindset, progressive thinking, and socially conscious professionals through Universal Human Value-based Education, using a QMS manual to fulfill its Vision and Mission.

Institutional Best Practices

The following categories correspond to the institutional best practises in this endeavour:

- ACA offers a modern teaching and learning experience, utilizing state-of-the-art infrastructure and Indian Knowledge Systems and a global perspective, ensuring a satisfying teaching and learning experience.
- It conducts Certified Training programs, hands-on workshops, seminars, and study trips in Architecture, Design, and Innovation.
- ACA fosters a writing culture through publications like Shodhaditya Journal and FYI Student Magazine, and its evaluation procedures are open and effective.

ACA excels in two key best practices that give it an edge over other architecture colleges:

International Design Competition (IDC) and International Design Research Conference (IDRC)

Since 2013, ACA has been hosting an annual IDC and since 2020 it has been hosting IDRC, aiming to achieve excellence in design and research.

IDC encourages students and fresh graduates to develop elegant design solutions based on a chosen theme and design problem. IDRC encourages researchers, academicians, students, and professionals to author research papers on specific themes, fostering global collaborations. These initiatives improve ACA's global reach, undergraduate and post-graduate research, and pedagogy development. They present papers at IDRC and publish them in ISSN No. validated Shodhaditya Journal, aiding in knowledge building for undergraduate students.

Formulating a Holistic, Innovative, Architectural Multidisciplinary approach through Seminars-Workshop and Architectural Curriculum practices

Architectural education in ACA, encompasses Design, Technology, Social Sciences, and Allied Design, uses a multidisciplinary approach with outcome-based results. The curriculum promotes diversity through seminars, workshops, site visits, study tours, and competitions, where experts display practical applications and students experience their implementation in real-world situations.

Since 2015, ACA has been hosting "ACA BRIDGES" seminars and workshops to improve students' design skills and perspectives. These feature academic and industry experts and fraternity speakers, and allow students to produce work under expert guidance, integrating it into the academic curriculum, and exploring modern and traditional materials.

Institutional Distinctiveness and Values

ACA is a green campus that promotes environmental practices like tree planting, plastic ban, and waste

segregation. It has an MOU with an environmental consultant to manage all waste types, including e-waste. ACA offers programs and infrastructure for holistic, socially conscious, 360-degree development for students, including differently abled (Divyangjan), with a strict code of ethics guided by its mission. ACA celebrates national and international holidays, hosts talks by Mumbai Police and Armed Forces members, and supports gender equality through events and activities. It aims to follow its vision and mission for holistic development of students and employees to the highest global standards.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADITYA COLLEGE OF ARCHITECTURE
Address	Aditya Educational Campus R.M.Bhattad Marg, Ram Nagar, Borivali (West) Mumbai
City	MUMBAI
State	Maharashtra
Pin	400092
Website	www.aditya-arch.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Jamshid Bhiwandiwalla	022-35206134	9769685566	022-	iiqa@aditya-arch.edu.in
IQAC / CIQA coordinator	Rasika Chodankar	022-352061135	8779629551	022-28656964	rasika.c@aditya-arch.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes MINORITY CERTIFICATE.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
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	31-07-2017	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	26-06-2023	12	
AICTE	View Document	21-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Aditya Educational Campus R.M.Bhattad Marg, Ram Nagar, Borivali (West) Mumbai	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/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch,Science And Technology	60	HSC or equivalent Diploma with mathematics	English	80	59
UG	BFA,Fine Arts	36	HSC or equivalent in any stream	English	30	15
UG	BVoc,Fine Arts	36	HSC or equivalent in any stream	English	120	120
PG	MArch,Science And Technology	24	B. Arch or G D Arch or B.E. Civil	English	20	5

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				7				22			
Recruited	1	2	0	3	1	0	0	1	3	12	0	15
Yet to Recruit	0				6				7			
Sanctioned by the Management/Society or Other Authorized Bodies	5				7				22			
Recruited	3	2	0	5	1	4	0	5	7	14	0	21
Yet to Recruit	0				2				1			

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						11
Recruited	4		7		0	11
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	2	0	1	0	0	3	12	0	19
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	2	5	0	7
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
	9	8	0		17

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	202	11	0	0	213
	Female	270	6	0	0	276
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	0	0	0	
	Female	2	0	1	0	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	3	2	4	3	
	Female	7	2	3	4	
	Others	0	0	0	0	
General	Male	69	34	70	33	
	Female	81	37	47	61	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	1	0	1	0	
	Others	0	0	0	0	
Total		163	75	126	101	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

Aditya college of Architecture is under the aegis of the Aditya Group of Institutions (AGI), managed by The Ameya Trust since more 2011 in a vertical state of the art campus at Borivali west. The University of Mumbai Degree courses in Management, Art, Architecture and Vocational training along with several certificate courses. The program of Architecture itself is a multidisciplinary program that involves inputs from the field of Design, Technology, Science, Arts, Humanities, Sociology, etc. as described in the Syllabus of University of Mumbai. The Trust aims to promote various courses under its banner of Centre for Excellence thereby being an Institution to reckon with by serving the study population of Mumbai North. The institute is well placed to take advantage of the wide distribution of course options that are already available and allows for the flexibility that NEP seeks to achieve while creating a student-centered and choice-based Curriculum. Existing culture of shared infrastructure, human and information resources a culture of consistent decisions and policies to do in all programs turned out to be one best practices' to ensure a smooth transition for the Institution to adopt Humanities and Social Sciences with STEM. Currently too University of Mumbai, authorizes the institution adopt the content and method of the developed curriculum teaching in Allied Design courses Studio, Electives and College Project. Although they constitute only 25% of the total curriculum content, the facility is capable of serving and mapping in the areas of environmental education and value training to build socially responsible professionals in all 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 now having Degree courses in Architecture, Management, Vocational Training and Applied Art thereby allowing flexibility of subject choices thereby promoting interdisciplinary learning. The institute is currently creating an Archives, documenting the information collected under various courses thereby the repository helping the institution in preparing of studio exercises to be addressed by

<p>2. Academic bank of credits (ABC):</p>	<p>Architectural interventions.</p> <p>The University of Mumbai though retaining the percentile system also introduced the credit-based system since 2012 to be at par with International Universities. Further in the Architecture syllabus by introducing 25% of leeway in subjects such as Electives and college projects it has become somewhat practical to use the bank of credit points to the benefit of the student progress. 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 largely under the broad heads of Skill Development, Theory and Technology. 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 in the nascent stage of implementation of the credits system, however with the introduction of other Allied Degree Courses such as Management, Vocational Training and Applied Art, the idea of Academic bank of Credits and Credit sharing shall soon be available for its implementation over a period of time. Further the use of the digital platform of ION TCS, already in use shall help keep record of the bank of credits for the student.</p>
<p>3. Skill development:</p>	<p>The Syllabus of Bachelor's in Architecture is as prescribed by University of Mumbai is a multidisciplinary program that has a blend of courses that qualify under vocational training. From subjects like building construction to design computation and Environmental sciences to Humanities, a student is skilled to deal with all aspects of societal development. Further every year class wise, a couple of annual workshops are conducted to engage in hands on learning, thereby skill development. The Institute has a list of certified training programs with master craft persons/ Industry experts and the activity is well mapped in the annual academic calendar. The</p>

	<p>Institution is in the process of developing Skill development-oriented Electives as unique domain programs for their launch every semester with the unique feature of integrating it vertically amongst the student body. Some of these are mapped with the NSDC programs to help students get the benefit of Governmental recognition for the same. The course content of the electives is being developed so that the same could be also delivered in the offline and or online mode. 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 logbook of the work is maintained to record the work experience gained by the students. The evaluation of the learning outcomes is verified by external examiners as a part of the University of Mumbai Examination protocols.</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 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 encourages faculty members to undertake online courses that allow for expansion of knowledge and enhance language skills. The Institution has an unsaid policy to allow faculty to use local language as a medium of delivery should it help students to understand the content better. A lot of stress is laid in the curriculum to understand locale settings, culture and locale geographies and climate conditions. The Institution has created an annual curriculum 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 events, 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</p>

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 is specifically conditioned to address the uniqueness of the program. 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 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 as 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.

6. Distance education/online education:	It was during the Pandemic that the capabilities of the Institute was tested in delivering online/ distance education. Though the students were not on campus however faculty reported to college to use IT enabled tools and high configured internet facilities to deliver classes online. The Institute has state of the art computer lab and every classroom with digital boards that enables IT based interactive learning. The Institution has created a Learning Management system based on the Microsoft Teams platform for its curricular activities. The institution till date has adopted a hybrid learning model particularly for extracurricular activities like online seminars thereby tapping Foreign eminent speakers and Guest lectures for enhancement in learning. The Institute plans to have MOOC (Massive Open Online Courses)/Distance online learning programs at the earliest.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The student body of the Institution has a Student Council that has several clubs under its purview like Sports, Literature, Cultural, Movie, etc of which the Electoral Literacy is one club assigned in alignment with the guidelines of the Election Commission of India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The students can register with the club to join as the member as well as for stand for various Posts in the Council and continue to remain as a member till the completion of the program. The Student Council conducts elections for all its Posts under an assigned faculty as the Nodal Officer. A procedure for the same is set in place.
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	The Student Council like many other Clubs in its purview hold various events throughout the year particularly in their annual event called Udaan. These events are student participatory and meant to have fun whilst learning. The Electoral Literacy Club literally start its functioning by getting various Head of the Student Council elected through a mock campaigning and election process. The Democracy Wall as a graffiti, Mock elections, Street plays to create awareness, slogan writing, poster/ logo making

<p>citizens, etc.</p>	<p>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 Institute has been able to conduct, awareness within its own Student Body by organizing street plays in its cultural events. The Institute is in its nascent stage of evolution and looks forward to including many more aspects within the ambit of ELC.</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 faculty and 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

2022-23	2021-22	2020-21	2019-20	2018-19
457	421	484	446	422

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: 74

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	29	31	31	28

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
240.87	256.80	265.19	287.95	335.46

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:

- Aditya College of Architecture conducts **five years of full-time** Bachelor of Architecture course and **three years of full-time** Bachelor of Vocation in Interior Design which is affiliated to the University of Mumbai. B. Arch course is approved by Council of Architecture (COA), New Delhi
- **The syllabus and curriculum** of the institute for all the courses of **ACA - B.Arch and B.Voc** are designed and developed by Mumbai University. With reference to the syllabus, teaching plans and evaluation processes are performed at the institute.

Academic Calendar

- The academic calendar is prepared at the beginning of the academic year for both the courses considering dates for academic curricular and **extra-curricular events** and the **arrangement of terms** as per the University of Mumbai.
- Courses are allocated to faculty depending on their area of specialization/expertise/availability/area of interest etc. and number of years of experience.

Timetable

- **The subject-wise timetable** for both the courses is displayed on the noticeboard **outside and inside** the classroom as well as in the faculty room.
- **A soft copy** of the same is created in **the institute's ERP system, TCS ion** for faculty and students.
- **Discussions, mentorship, guidance and extra classroom** are currently being provided during the additional slots for all students after 2.40 pm for B. Arch students and before 12 pm for B.Voc students.

Teaching plan

- **A semester-wise teaching plan** is prepared for all subjects by respective faculty members, and

the same is further **scrutinized and approved** by principal.

- **Each teaching plan** includes the following details: topic and numbers of the session, teaching methodology, mode of delivery, date on which the topics to be covered, objective of course, learning outcome, Pedagogy adopted, list of assignments and their marking scheme.
- **Internship** is undertaken by students of **Semester 8 & 6** for B.Arch and B.Voc respectively as stated in the curriculum.
- **Every semester**, on each subject and faculty **feedback** is collected from students of both the courses.

Archival Data

- **Teaching content** for all semesters for both the courses is being **collected and uploaded on our college archival** drive before the commencement of all semesters.
- Along with teaching content student's work is being uploaded on drive.

Assignment planning

- **Assignment planning** for both the courses is being done as per **the teaching plans**.
- **The marking scheme** is done as per the examination scheme provided by the **Mumbai university**.

Continuous internal assessment

- **Assessment is being done for both courses** as per the sessional work and assignments given during lectures throughout the semester.
- **A defaulter list** based on their attendance and performance for both courses are distributed to students as per the dates provided by the academic calendar and **eligibility list** is being issued to the students at the end of each semester.
- Class in charge keeps record of **students' attendance** and to ascertain whether they are attending college regularly, which is being **inform to the parents/guardians** about absenteeism.

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

1.2 Academic Flexibility

1.2.1

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

Response: 12

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

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: 35.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	277	239	285

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:

At ACA out of 6 basic principles, 3 principals are **INTEGRITY, TRUST & MUTUAL RESPECT** – values that the institution believes should be inculcated in students. To enrich the curriculum with cross-cutting issues, it incorporates subjects that include cross-cutting issues through assignments for holistic education. They are integrated as below:

Professional Ethics

“Professionals are required to discharge their obligations, commitments diligently, befitting with quality & standards of services” as stated by COA. This being **professional programme**, Institute observes, practices **code of conduct** as per COA, UOM guidelines.

- Subjects like **ARD** are integrated in all 5 yr., while **PP** is in 4th & 5th yr. Culmination of academic journey is explored in **DD in 5th year**. These subjects are **conducted with focus on individual/group projects, mandator office training** etc. They emphasize importance of Professional Ethics within architecture field.
- Extra-curricular / other activities like **Study tours**, site visits etc. are being conducted with aim to enrich student's learning in real-world projects, historical sites, & contemporary design.
- **The design briefs** are formulated based on study-tour data like geographical, cultural, socio-economic etc. with the purpose of **students gaining** practical knowledge, improving problem solving skills, strengthening communication & teamwork skills.
- The institute **Commemorate Events like Padma Vibhushan late Ar. Charles Correa Memorial Lecture series**, to explore his pioneering work in the field & help students get acquainted, inspired with his principles/design.

Gender Issues:

- In all 5 years design programme deals with **Gender-related topics** for Awareness, Sensitization, Equal Representation etc. Students are encouraged & guided to design spaces suitable for the

intended purpose.

- 5th year students are encouraged to take up DD topics based on Women centric projects, Girl educational projects etc.
- Aim is to go beyond **technical proficiency & create more inclusive** & supportive learning environment to understand gender issues & prepare students for a diverse & equitable profession.
- **Gender audit** is conducted through Anti-Sexual Harassment Cell, Women Grievances Redressal Cell, assessing gender sensitivity, equity in staff selection, practicing equitable work distribution, maintaining at-par payments & appraisal, ensure safety & security.
- Institute also promotes women engagement & has approx. 60% female staff.

Human Values

- **Counsellor** is appointed for well-being of students and faculties.
- **Mentor – Mantee program** where students are assigned to faculty to help them overcome academic stress, competitive pressures etc.
- **ISR committee** is formed to undertake & promote various social activities. It organises events like Keshav Srushti, Clean-up drive, Mural Painting etc.
- Awareness through **social media regarding various cultural days** like Yoga Day, Diwali, Eid etc. **Global events** like Environment Day, Bicycle Day, Mother's Day, Architecture Day etc. are intimidated through social media platforms.

Environment & Sustainability

- **Environmental subjects** help students to understand climate & enable the students to design as per the climatic data of various regions. Institution has facilities & initiatives for:
- **Alternate sources** of energy & conservation,
- Degradable/non-degradable **waste Management**,
- **Water conservation**,
- **Green campus initiatives**,
- **Disabled-friendly**, Barrier free environment,
- **Architectural & Landscape projects** give exposure & attention to rainwater harvesting, sewage treatment, solar, wind & alternative energy sources.

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

1.3.2

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

Response: 14.66

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

Response: 67

File Description	Document
Upload supporting document	View 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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 76.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
163	75	125	100	120

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
200	140	140	140	140

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	4	9	7	1

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

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

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: 15.23

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:

As it is essential for the students to learn and master the latest technologies in order to be market ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students in long term learning. Aditya college of Architecture uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of lectures, with a central focus on nurturing skills in reasoning, analytical reading, and the development of critical and innovative thinking. The institute focuses on the student-centric methods of enhancing lifelong learning skills of students. Faculty members make efforts in making the learning activity more interactive by adopting the below-mentioned student-centric methods.

1. Experiential learning –

- Students learn by doing assignments, models, ppt presentations in the class, Workshops, Market Survey’s, Study Tour and Site visits.
- The faculties demonstrate the techniques taking students on site and by giving illustrations on board, desk and via ppt in the classroom.
- 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, Geotagging, Laser distance meter for documentation
Hands On Workshop	Photo/Video Documentation via Camera, Laser cutting machines, 3D printing, Software training for Drafting, Modelling
Case studies	PPT presentations on/off site, E content, E Journal /Article/Report references,
Heritage / Sketch walks	Photo/Video Documentation via Camera
Live Projects	Photo/Video Documentation via Camera
Lectures	E- Quiz, Teams Classroom, use of Software's for demonstration
Studio	Projection system, Software's
Study tour	Orientation given using ppt online Google meet, camera, Photo/video documentation

1. Participative Learning –

- All courses incorporate group assignments, discussions, debates, and sharing sessions
- Students are actively encouraged to engage in design competitions at both the national and international levels.

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

1. Problem solving –

- The Design knowledge sphere requires problem solving along with building model exercises that expects resolution of structures based on the theoretic understanding.
- Technical knowledge sphere courses include brief quizzes and Q&A
- The college promotes participation in solving issues of the immediate context.

Particulars	ICT tools used by Faculty/Student
Design exercises	3D printing, Software training for Drafting, Modelling, Softwares (Autocad, Photoshop, Indesign, Revit, blender, BIM etc.)
Creative exercises	Softwares (Autocad, Photoshop, Indesign, Revit, blender, BIM etc.)
Construction models	Laser cutting machines, 3D printing, Software training for 2D Drafting and 3D Modelling
Surveys	Camera, live video documentation/ photo documentation, Psychometer, Anemometer, Hygrometer, Lux Meter, Thermohygrometer

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.13

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

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

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 0.67

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The mechanism of internal and external assessment at Institute is transparent in frequency and variety. Institute follows guidelines prescribed by University of Mumbai (MU). Internal and external assessment system is explained to students during Induction / Orientation program at beginning of academic session.

Evaluation procedure communication

- At beginning of each semester academic calendar and teaching plans with time and requirements of various academic assessments, are displayed for transparency.
- The calendar highlights monthly defaulter lists (S-NS list), eligibility list at semester end with final days of submissions and exams and is shared with students at start of Semester.
- Periodic internal assessment is conducted for each subject, and these assessments are communicated to students through 3 S-NS list which is displayed on Notice board monthly every semester.
- Students failing to achieve minimum **qualifying mark or attendance in internal evaluations are notified**, and their **guardians are informed via letter/email**. If student continues to perform unsatisfactorily after several warnings and one **week for Upgradation**, hence failing at this stage, they are considered failed in respective subject to qualify for external jury/viva for Architectural Design and Technical subject. Students must clear their sessional exams as mandated by Mumbai University.

Evaluation procedure Conduct

- **Monthly assessments (S-NS)** are conducted, students and parents are made aware of student performance.
- **Daily Attendance** is assessed monthly and defaulting students are informed in monthly S-NS list. Further, **parents are appraised about the performance** of students and concerns are addressed.
- **Students found defaulting** in sessional work are **given time for recovery**. **Eligibility list** is displayed **with default summary stating details of further course of action**.
- **End Sem Exams/ Results:** Dates of exams and post conduction of exams, results are declared as per guidelines of UoM.

External assessment

- Institution **follows protocols of university of Mumbai for appointment of external examiners and conduct**.
 - **External Viva-Voce Schedule** and submission requirements **are part of Program**.
 - Students are provided with guidance on examination process and evaluation system during induction.
 - Examination Committee is established to ensure smooth administration of exams and timely release of results.
 - To maintain quality standards there are **regular ISO audits** of Examination Department.
 - To monitor any potential instances of academic misconduct, CCTV cameras are installed both inside and outside examination rooms, classrooms, and throughout the campus.
- If a student is found engaging in unfair practices, incident is promptly reported to Examination Department, which initiates immediate and appropriate actions. Furthermore, matter is presented to Unfair Means Inquiry Committee to ensure a fair and equitable resolution of issues.

Time-bound and efficient grievance redressal system

College Grievance Redressal committee was constituted as per University of Mumbai circular dated May 14, 2021, replacing previously existing Students Grievance Cell. After Assessment results are displayed on notice board and related queries raised by students are resolved. Post declaration of results, if student is not satisfied with marks obtained, they can apply for rechecking of the assessed answer sheet, through application for revaluation in Examination Department within 7 days and Exam department follows a fair and transparent system for same.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute has defined Program Outcome (PO) and Program Specific Outcome (PSO) based on the institutes vision, Mission and Values after referring to Mumbai University Syllabus and as expected by council of Architecture and industry requirements.

Course Outcome is drafted by subject faculty, subject heads, Academic Head along with principal and HOI. Course Outcome (CO) has been defined based on the learning outcomes of entire course as prescribed in the Mumbai university syllabus using Blooms Taxonomy.

The integration of CO's to PO's and PSO's is done in curriculum through a systematic knowledge sphere approach. The awareness is created among the students of respective CO's to PO's on regular basis including Orientation program, closure program. Also copy of PO's are displayed on Notice board.

The CO's and PO's are circulated to all stakeholders such as Teaching faculty, students, Alumni, and Employers to achieve progressive results.

The website has a link to the Course Book of the school, that details out the vision, mission and objectives of the course. It also details out the school's Programme Objectives and their intent. As these programme objectives must be delivered through the courses within semester, we have also evolved particular pedagogic agendas for every semester. These are the 10 semesters for the Undergraduate programme and 6 semesters for the Interior design programme.

At the Aditya college of Architecture, we have leaned into this opportunity to create new courses, and augment existing ones, to allow for new ideas in architectural and interior design thinking to emerge and enable students with the best tools to learn.

Programme & Course Outcomes Propagation	
Stakeholder	Mode of Communication
Alumni, Potential Students, Employers, Parents, Non-Teaching Staff	Displayed on Institute website
Existing Students	Displayed on classroom notice boards Displayed in Library During Semester Orientation Program Displayed on Institute website
Faculties	New Joining faculties are oriented during an

	<p>Induction program.</p> <p>Academic discussions meeting,</p> <p>Display on Staff room Notice board.</p>
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 evaluate students' learning outcomes from each semester, attainment of course outcomes is calculated based on continuous sessional evaluation of Examination and Internal Assessment Test (written exams, Viva and internal marks/sessional), weightages are as per University grading systems.

In calculating POs, 80% weightage is given to direct assessment and 20% to indirect assessment methods of the course outcomes.

Based on the level of PO attainment, the faculty member decide whether to increase the competency level or change the content delivery method, assessment methods to improve attainment level for the course objectives.

The faculty member evaluates the Program Outcomes and Program Specific Outcomes through Internal Assessment Tests, Assignments / Tutorial and Group Discussion and External/university examination.

2 Indirect Assessment:

The survey conducted which cover the overall view about teaching and learning of the respective course. Semester end, course end, Alumni, Teachers, and Employers surveys are conducted. Feedback from the stakeholders is reviewed by Academic head, Principal and HoI to evaluate the progress and to identify the gap to redesign and improvise thereby ensure vigorous teaching learning.

Attainment Benchmark

B.Arch										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2
Max Target Level	2.7	2.1	2.1	2.0	2.2	2.1	1.7	1.9	1.9	2.0
Bench Mark	1.9	1.5	1.5	1.4	1.5	1.5	1.2	1.4	1.3	1.4

B.Voc										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2
Max Target Level	2.8	1.7	2.3	1.9	1.3	0.9	1.0	1.1	0.8	0.3
Bench Mark	1.9	1.2	1.6	1.4	0.9	0.7	0.7	0.8	0.6	0.2

PO and PSO Attainment Summary**AY 2020-2021**

B.Arch										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2
PO attainment	2.0	1.9	1.4	1.8	1.9	1.3	1.7	1.7	1.6	1.6
Attained (Y/N)	Y	Y	N	Y	Y	N	Y	Y	Y	Y

B.Voc										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2
PO attainment	1.8	1.5	1.60	1.3	1.0	1.3	0.9	1.3	1.2	1.1
Attained (Y/N)	N	Y	N	N	Y	Y	Y	Y	Y	Y

AY 2021-2022

B.Arch										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2
PO attainment	2.0	1.9	1.5	1.8	1.9	1.3	1.8	1.8	1.7	1.7
Attained (Y/N)	Y	Y	Y	Y	Y	N	Y	Y	Y	Y

B.Voc										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2
PO attainment	1.82	1.50	1.63	1.30	0.91	1.15	0.90	1.27	1.17	1.01
Attained (Y/N)	N	Y	Y	N	N	Y	Y	Y	Y	Y

AY 2022-2023

B.Arch										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2
PO attainment	2.2	2.0	1.6	2.0	2.0	1.6	1.9	1.9	1.8	1.7
Attained (Y/N)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

B.Voc										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2
PO attainment	1.95	1.58	1.77	1.38	1.00	1.33	0.99	1.42	1.33	1.16
Attained (Y/N)	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:** 96.83**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
92	121	116	70	59

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	122	116	71	72

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:**

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

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

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

File Description

Document

Upload supporting document

[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:

Following the National Education Policy's (NEP) standards, Aditya College of Architecture has embraced a multidisciplinary approach with a focus on innovation. The coursework is split into four cores: The **DESIGN STUDIO**, The **TECH STUDIO**, **ALLIED DESIGN**, and **HUMANITIES, ART**, and **SOCIAL SCIENCES**. To establish a more comprehensive curriculum with Indian knowledge system integrated in every topic and innovation in design and technology, all four of these cores are merged both vertically and horizontally. Consequently, this results in projects with an outcome-based conclusion.?

Emphasis on Innovation: ?

The institute, focusing on "Innovation" as one of its six institutional values, has established a robust ecosystem for knowledge transfer and faculty development. This environment fosters research-oriented,

enquiry-based teaching and learning among students, with initiatives aimed at fostering creativity and enabling students to display their ideas before implementation.?

These initiatives include: ?

- The faculty employs innovative teaching methods including making models, group discussions, case studies, and live projects. ?
- The Institute collaborates with industry associations, business organizations, and government organizations to organize the International Design Research Conference annually since 2020. ?
- The ISR Committee collaborates with NGOs to promote social sensitivity among students and contribute to society by organizing activities for deprived children and senior citizens in local communities.?

Integration of the Indian Knowledge System (IKS) into the Teaching Learning Pedagogy?

As an architectural college, using the history, environment, heritage, and local sociological context as a jumping off point for every subject under the four cores as well as every design or tech project's investigation is part of the design process that is deeply established in the pedagogy of teaching and learning. ?

Some examples of these include: ?

- Documentation and mapping of the Sanchi Stupa, Maheshwar, and Hampi?
- Introducing seminars, workshops, and electives that integrate IKS outcomes?
- Celebrating festivals and days related to IKS ?

Initiatives for Creation & Transfer of Knowledge: ?

The Institute promotes knowledge creation through research and knowledge dissemination, creating an innovation ecosystem through its Research and Development Cell and ISR Committee. It has a well-furnished library, membership in the National Digital Library, and subscribes to online databases like EBSCO-HOST. To ensure originality, the Institute subscribes to anti-plagiarism software "Turnitin."?

Encouragement for Research and Incubation: ?

ACA's Research Policy encourages active research involvement among faculty and students, recognizing achievements and encouraging them to publish research papers in reputable conferences and journals. It also supports the faculty's Ph.D. pursuits and serves as a research guide. ACA has organized the International Design Competition for eight years, connecting young designers with the global architectural community. F.Y.I., a student magazine, showcases the students' creative spirit through journalistic articles, designs, and interviews. Innovation and incubation is provided through a platform provided by ACA's robust infrastructure, and its alumni connect under **ACA ROOTS**.?

Centre of Excellence: ?

Aditya Centre of Excellence (ACE) is a leading provider of Skill Development Training in India, focusing on practical learning and empowering individuals to witness youth employment growth. ACE believes knowledge can help build a strong future and offers industry-oriented short-term professional courses with on-the-job training, ensuring students have the knowledge and practical skills to succeed in their respective fields. ?

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

3.2.2

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

Response: 111

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	27	51	07	02

File Description	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: 0.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	2	6	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the 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

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: 0.09

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

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

Aditya College of Architecture (ACA) constantly encourages students to have a sense of belonging in the community they live in; they are sensitized to the socio-cultural changes that are constantly occurring within the immediate neighbourhood. The institute consciously nurtures, promotes, and grooms students who would not only excel academically or professionally to stand out as industry leaders, but they become good human beings with intrinsic worth, compassion and generosity in the community that they live in. ?

The current issues concerning urban design related problems, environmental issues, socio-cultural problems, are constantly highlighted and integrated within the existing courses to make them aware about Universal Design concepts encompassing all age groups, genders, and beliefs. ?

The Design Cell of the Institute successfully designed and executed the memorial wall at Hon. Shri Balasahab Thackrey Recreation Ground at Chikuwadi, Borivali west, Mumbai. The students got exposure of execution of a live project, and they were successful in spreading the awareness about the life and work of Hon. Shri Balasahab Thackrey. ?

Every year, the institute organizes study tours, the information and learnings gathered from the live experiences are documented in the form of sketches, photographs, drawing sheets, panels, and models. These works along with the academic activities done throughout the year are displayed at the annual exhibition of the student's work and is opened out to Architects and the immediate community creating awareness in the community towards newer learnings in terms of Design Innovations, Construction techniques, material exploration, culture, housing, food, and clothing styles of the regions visited in the study tour. ?

In the past, the students and faculty have undertaken mapping and exploration of the nearby old structures and fishermen's colony and tried to highlight their culture and social fabric. In recent years, the institute has tried to take up various social issues beyond Architecture. ?

A clean up drive at Versova beach was carried out by students at Aditya College of Architecture in collaboration with Afroz Shah Foundation. ?

On Recycling Nasa India foundation completing 64th year, Aditya college of Architecture planned a social cause of Recycling of paper waste and converting it into books and that recycled material were given to NGO (Non-Governmental Organisation) Recircle (formerly RaddiConnect) so that it helps the underprivileged students. ?

Students and members of Aditya Group of Institutions held a peace march as a mark of respect to the departed souls of the soldiers who were killed on the Srinagar-Jammu national highway at Lethipora in Awantipora area of Pulwama district. The peace march started from Aditya Educational Campus - enrouting the entire nearby area with students, teachers, staff, and trustees of Aditya Group of Institution. ?

As a social responsibility Students from ACA painted the Columns of FOB near Borivali Railway Station with the help of M.C.G.M., R-ward as a part of beautification drive. ?

ACA partnered MCGM (Municipal Corporation of Greater Mumbai) cleaner's chowki Project Mission

Garima, a joint initiative of the Tata Trusts and the Municipal Corporation of Greater Mumbai (MCGM), which aims to promote safe, healthy, and humane working conditions for Mumbai's sanitation workers. ?

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Times Education Icons Award: In 2018, Aditya College of Architecture was awarded the Times Education Icons Award for being the Top Architecture College in India. The award was presented by the Times Group, one of the leading media conglomerates in India.?

Desi Homes Realty Icon Awards: In 2022, Aditya College of Architecture was awarded the Desi Homes Realty Icon Award for being the Best Design and Architecture College in Mumbai. The award was presented by Desi Homes Realty, a leading real estate portal in India.?

Architectural Association of India (AAI) Award: Aditya College of Architecture has been awarded the AAI Award for Excellence in Architecture Education on several occasions. The AAI is the premier architectural organization in India and its awards are a mark of excellence in the field of architecture.?

Council of Architecture (CoA) Recognition: Aditya College of Architecture is a recognized institute by the Council of Architecture (CoA), the statutory body that regulates architectural education and practice in India. The college has held several faculty development programs in association with Council of Architecture.?

ACA has been appreciated by **MCGM** for putting suggestions of **Roadmarch - Rivermarch** and creating a professional plan for integrated transportation hub and for advocating sustainability towards a greener planet.?

ACA has been appreciated for its work towards societal causes which include **Clean Up Drive at Versova Beach** in association with **Afroz Shah Foundation** as a part of **Clean Mumbai Mission**.?

ACA partnered MCGM cleaner's chowki **Project Mission Garima**, a **joint initiative of the Tata Trusts and the Municipal Corporation of Greater Mumbai (MCGM)**, which aims to promote safe, healthy, and humane working conditions for Mumbai's sanitation workers. ?

ACA was appreciated for its valuable contribution by **District Rural Development Agency, Palghar** for its community driven project for the betterment of **Katkari Community at Village Raytale, Taluka Jawhar**.?

ACA has been working closely within the immediate neighbourhood. The faculty along with students were felicitated by the then guardian minister of the suburbs Shri mangal Prabhat Lodha ji, Advocate MLA Ashish Shelar ji and MP Gopal Shetty ji for successfully designing and executing the **memorial wall at Hon. Shri Balasahab Thackeray Recreation ground at Chikuwadi, Borivali West, Mumbai.**?

In addition to these awards and recognitions, Aditya College of Architecture has also been featured in **several publications**, including the **Times of India**. The college has also been **ranked among the top architecture colleges in India** by several publications.?

These awards and recognitions are a testament to the high quality of education and training that Aditya College of Architecture provides. The college is committed to providing its students with the knowledge and skills they need to succeed in the field of architecture. ?

File Description	Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 10

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

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

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

3.5 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: 45

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
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:

Aditya College of Architecture is approved by the Council of Architecture (COA), the Directorate of Technical Education (DTE), and the Government of Maharashtra and is affiliated with Mumbai University. The infrastructure and physical facilities:

Classrooms:

- **8 studios** with a capacity of **80 students**, carpet area of 120 sq. m per studio and 2 studios with a capacity of 40 students, carpet area of 60 sq. m per studio with the facilities of customised drafting tables, stools, discussion table, 1 smart board, laptop charging facilities available in each studio.
- **3 lecture rooms with a capacity of 80 students**, carpet area of 110 sq. m each and 1 lecture room with a capacity of **40 students, carpet area of 65 sq. m**, equipped with 1 smart board and ICT facilities in each lecture room.

Laboratories:

- The material museum and electrical lab, **carpet area of 60 sq. m**, exhibits samples and catalogues of various building materials, electrical materials.
- The Climatology lab and surveying lab, carpet area of **65 sq. m**, equipped with the required instruments.
- Art court, **carpet area of 160 sq. m** provided on the 1st floor atrium well-lit naturally has halogen lights and is being used for annual student work exhibitions and hands-on workshops.
- Model making and carpentry lab, carpet area of 60 sq. m for student workshop and model making activities.

ICT Infrastructure:

- Computer centre on **the 4th Floor**, carpet area of 65 sq. m, equipped with 40 workstations with professional architectural software like AutoCAD & Revit (education version), MS Office. Additional Computer centre on the **2nd Floor with a carpet area of 240 sq. m** equipped with 110 workstations.

Facilities for cultural and sports activities:

- Students common room, carpet area of **160 sq. m** for student cultural and indoor sports activities.
- Seminar hall, carpet area of **190.39 sq m, with seating capacity of 200 seats.**
- Art court, carpet area of **160 sq. m provided on the 1st floor atrium** well-lit naturally has halogen lights and is being used for annual student cultural and indoor sports activities.

Additional Facility:

- Construction yard - **200 sq m for hands-on workshops.**
- Staff room – 160 sq. m on 5th floor and Staff room - 48 sq. m on 7th floor
- Principal Cabin - **30 sq. m on 5th floor**
- Library- **410 sq. m on 1st floor**
- Administration office – **65 sq. m on the ground floor**
- Adequate Male & female toilets for students, separate staff toilets and common drinking water facilities, available on alternate floors.

Note:

- All enclosed spaces have natural light and ventilation, along with air conditioning and Wi-Fi facilities.

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: 25.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
48.867	33.722	27.90	73.092	164.04

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

ACA Library services and privileges are designed for faculty and students in support of research and instruction. The environment in the reading room enables one to make oneself comfortable and relax while reading. Library is located on 1st floor spread over **400 sq. m area** with seating capacity of **150 students**. The library is furnished with centrally Air-conditioned and WI-FI- facility.

Library is automated using Integrated Library Management System (ILMS) Response:

The Institute has an automated library using TCS Library module (under Digital Campus) on TCS iON, ERP system. TCS Library module is a user-friendly library package, which facilitates Management of Books, Acquisition, Serial Control and Automated Circulation (issue-return) of Books. **ACA Library has a collection of 2803 Books, 149 E-books, 24 Journals and 380 e-journal and 24 Audio-Visual Material to its members.** The library has a separate Digital Learning space with 10 Desops installed, for students to work on projects using Databases and e-resources. All the books in the library are bar coded to support automation.

The software is upgraded from time to time with the help of the regular Annual Maintenance Contract. One terminal is reserved for students to search for information for availability and issue of Books. The ERP system of the library can provide complete information about book issuance with circulation status, fine status, contact details, reading & circulation history, etc., for all library users. Several types of reports can be generated using this **ERP system** by various committees and for inspections from time-to-time. Book database is created along with user's database. The issue return process is fully automated, and Student/Faculty I-card Barcode is used for circulation of books.

Following specific modules are used in the library:

Cataloguing and Acquisition System: TCS Library module is used to add catalogue entries, to browse by title, by author, by subject, by classification number, etc.

1. **Report Module:** Several reports related to cataloguing, namely catalogue details, holding details, stock verification details, subscription details and circulation can be generated using the platform of Reports Module part of ERP.
2. **Circulation System:** This circulation module is used for daily library transactions, namely book issuance, return, and reserve options. The library uses Barcode technology for issue/return. The module has provided a platform to set different rules for different categories of users for circulation. The ACA Library also provides a Book Bank facility for the students. The policy for Book Bank facility is also maintained through the circulation module. The library does an annual stock verification for stock tracking. Barcode and spine labels are also generated through this module, thereby supporting smooth functioning of the library.
3. **Subscription (Serial Control system):** The Subscription module is used to maintain the record of print journals to trace subscribed issue in the library.
4. **Web OPAC:** ACA provides an Online Public Access Catalogue facility to students and faculty, which helps them access the Library Catalogue on the Cloud

Average Number of Books added during last five years = 966

Name of ILMS Software: TCS iON ERP (TCS LX) which has a Library module Nature of Automation (Fully or Partially): Fully Automated

Version: Cloud based service

Year of Automation: 2012-2017 (E-Granthalay) & 2017- till date TCS LX

The institution has subscription for the following e-resources.

1.e-journals

2.e-ShodhSindhu

3.Shodhganga Membership

4.e-books

5. Databases

6.Remote access to e-resources

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:

ACA has a robust IT facility that is adequate and updated on a regular basis on a timely basis. Following are some of the IT facilities updates implemented in the recent past the institute – **MS Office 2019 was updated to MS Office 365** in the last few years to be upgraded to the latest office module available. ACA has connected students, staff and faculty members using Microsoft Teams which has enabled conduct of online classes, meetings, webinars, etc. The license for Teams was upgraded to A+ in July 2020.

The Institute has upgraded to **100 Mbps Primary Leased Line (JIO) & 50 Mbps Backup Leased Line (MTNL)** for internet connectivity and Wi-Fi facility. The Institute has deployed the TCS iON Enterprise Resource Planning (ERP) which is cloud-based tool for smooth functioning of academics and administration work from AY 2016-17, which is upgraded periodically.

The Institute has upgraded to Digital Learning facility where users can access e-resources like **EBSCO, J-Gate**, and upgraded to industry database sources to CMIE and Ticker Plant, in addition to the same. To maintain social distancing and avoid touch, Biometric attendance system has been replaced with a Face Detection **System in September 2020**. The Institute has a Seminar Hall well equipped with Cameras and a Strong ICT network which was upgraded with Broadcasting facility for Guest sessions Live on Facebook and YouTube at the same time.

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

4.3.2

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

Response: 1.66

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

Response: 275

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
Provide Links for any other relevant document to support the claim (if any)	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: 25.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
48.866	33.03	27.90	79.09	164

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
Provide Links for any other relevant document to support the claim (if any)	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: 7.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	46	36	22	11

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: 22.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	123	117	73	73

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 95.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	116	117	65	72

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	123	117	73	73

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	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: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	05	09	12

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

5.4 Alumni Engagement

5.4.1

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

Response:

The **first batch of Architecture graduated in the year 2018**, and since then the Alumni has been effectively contributing to various sectors (2020).

Recognizing this as an opportunity ACA has implemented various strategies which would garner more involvement of Alumni by signing MoU's with them.

Aditya college of Architecture has a dedicated 'ACA Alumni portal: alumni.aditya-arch.edu.in; which serves as a platform for updating alumni data for networking and promoting interaction between faculty, alumni & current students. The college has initiated the ACA Alumni forum on 12 December 2023.

Alumni Connect	Services provided
Alumni and Industry Connect (ACA roots)	Our Alumni have been contributing and sharing their professional experiences and helping to train the students in computer aided technology, sharing their experiences and knowledge on the topic they have excelled in academics etc. and making them industry ready in the technologically competitive world.
Participation of alumni in Co-curricular and Extra-curricular activities	The Alumni are actively involved in various academics and co-curricular events.
Academic counselling	The Alumni academic counselling proved beneficial to the students especially during the pandemic times when everything had to be covered online and the alumni support proved to be very beneficial.
Recruitment of Students	Alumni entrepreneurs have helped the students as they have been absorbed for Internship and Jobs.

B Arch- ACA Roots – initiated June 2020.

01	3rd June 2020.	Ar. Ravi Thakkar	Compilation of academic portfolios & sharing insights on its finer nuances from perspective of professional internships.
02	5th June 2020.	Ar. Anand Shah	Proposal to Revitalize a Heritage Precinct Through Urban Inserts in Ahmedabad.
03	9th June 2020.	Ar. Shayam Samani,	Presented B.Arch thesis, a proposal to envisage Socially Inclusive Urban Business Hubs, through Pragmatic Utopianism.
04	11th June 2020.	Ar. Chintan Shah	architectural design.
05	10th – 12th June 2020.	Ar. Ravi Thakkar & Ar. Kaushal Pahuja	Software learning- Autocad & sketch up.
06	13th June 2020.	Ar. Shaiba Siddiqi	Redesigning the architecture of environments designed for cancer & palliative care.
07	13th June 2020.	Ar. Meet Changela.	architectural building construction &

			materials.
08	13th June 2020.	Ar. Vidhi Shah	architectural design.
09	18th June 2020.	Dhruv Raja	architectural design methodology.
10	3rd July 2020.	Ar. Chinmay Kamat, Ar. Akshay Gaikwad and Ar. Prasann Shah	Mass Housing
11	3rd July 2020.	Ar. Vatsal Kapadia	Institute design & increasing trend of technology in architecture.
12	6th July 2020.	Ar. Gauri Kuvar.	Presented B arch thesis.
13	18th July 2020.	Ar. Juhi Pandya	Topic of Conservation of the Cultural Heritage of Shihor.
14	18th July 2020.	Ar. Rishi Mewada	Topic of Urban Regeneration: A Composite Redevelopment through Vertical Stratification.
15	4th -6th February 2021.	Ar. Ravi Thakkar & Ar. Kaushal Pahuja	Architectural rendering – Vray & Lumion.
16	10th February 2021.	Ar. Kunal Gupta & Ar. Nidhi	sARCHasm -'Space and Ideation'.
17	16th September 2022.	Ar. Meet Shah	Academic portfolios.

ACA Roots – B Voc. – initiated September 2021.

01	17th September 2021.	Mr. Bhavya Shah Ms. Jainmi Doshi Ms. Olenka Dsouza	DD topics & discussed the extent of their research and design.
02	25th September 2021.	Ms. Siddhi Kadam Mr. Dev Mehta Ms. Asiya Dongarkar	
03	10th August 2022.	Ms. Shubhangi Parate	Presented research & designing portfolio.
04	10th August 2022.	Ms. Dhanashree Bhoir	B Voc thesis which displayed her research, design and graphical skills.

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 governance and leadership are in accordance with the vision and mission of the institution, the vision and mission of the institution are: (Institutional Vision Mission)

Vision:

1. To be **globally recognized** as an epitome of learning and innovation
2. Imparting **multifaceted Architectural education** driven by social responsibility, and sensitivity, supported by state-of-the-art infrastructure.

Mission:

1. To impart **quality education** that encourages students to be competent enough for **best-fit job roles**.
2. To provide faculty members with facilities to research, experiment upgrade, and implement contemporary learning tools.

It is supported by six foundational pillars which are: - **Innovation, Excellence, Integrity, Agility, Trust, Mutual respect.**

Vision / Mission ALIGNMENT WITH NEP

Area	Period of Experimentation and evaluation (Current)	Related Criteria/ Document	Period of Innovation (Projected)
Multidisciplinary & Holistic	Flexibility of courses as Electives	<i>Holistic Learning Policy</i>	futuristic interdisciplinary courses with credit sharing basis
Diversification	Vocational degree courses, Master's program, Applied Art, other certificate courses	<i>IQAC MOM-06032020, University Letters-B.Voc, M.Arch, B.FA,</i>	Additional courses as required.
Academic bank of Credit	Credit sharing system.	<i>Holistic Learning Policy, Criteria 1.2.1</i>	The credit system will be aligned with the diversified/ interdisciplinary courses

Skill Development	Offers skill development programs, workshops, and certifications to enhance students' employability	<i>Criteria 3.2.1, 3.2.2, 7.2.1</i>	skill development through short term courses in center of Excellence.
Integration of IKS	Exploration, Expression through local language, local cultures, climates through various courses, cultural events site visits, study tours and hands on workshop.	<i>Criteria 3.2.1</i>	Introduction to credit based IKS courses.
Focus on outcome-based Education (blended learning)	Hybrid learning. Mentoring using hybrid modes.	<i>Criteria 1,2, 3 & 7</i>	Online skill development and courses through credit sharing and interdisciplinary learning.

Decentralization & Participation in The Institutional Governance

The Institutional governance, through organizational framework, defines roles & responsibilities for efficient operation and management of the institute. Further decentralization & management systems deployed ensure the smooth functioning of all aspects of the institute. (Institutional Organogram)

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

- **Governing Council:** Annual meetings for continual improvement.
- **IQAC:** initiates quality improvement activities.
- **CDC:** oversees the institute development activities.
- **Financial Audits** - audits are conducted by approved auditors.
- **Core Area Responsibilities (CAR):** faculty is assigned with CAR responsibility.
- **Examination Committee:** Comprises of Exam clerk, Exam In charge, Moderator, Exam coordinator
- Other departments include **the administrative department, accounts, HR, IT, Statutory committees, etc.**

ALIGNMENT WITH IPP

Area	Period of Experimentation and evaluation (Current)	Related Document	Criteria	Period of Innovation (Projected)
Multifaceted and holistic education	appropriate infrastructure, student-centric learning pedagogy, sensitization through ISR	<i>Criteria 4.1.1, Criteria 7.3.1</i>		Upgradation of Infrastructure, Innovative engaging courses, workshops, Industry connect, ISR
Teaching Learning Evaluation	Value Added parameters, Blended learning.	<i>Online Teaching, Industry Speak, ACA Bridges (Pg 11)</i>		Vocational, skill-based under Centre Of excellence in hybrid mode
Student support Progression	Skill development, financial aid, student	<i>Criteria 5.1.3</i>		Incubation, Industry Connect, Student chapters

	council, career Counselling		
Research, Experiment	Promotion of Research through Knowledge partnerships.	<i>Criteria 3.1.1</i>	Research Funds through Government and semi-government agencies
Global Outreach	IDC, IDRC, Networking and extension	<i>Criteria 7.2.1</i>	Collaborations
Governance, Leadership and Management	Decentralization and participatory.	<i>Criteria 6.1 – , Roles & Responsibilities</i>	Strengthening Of institute's functioning
Institutional Values and Best Practices	Values, IDC/IDRC, workshops seminars.	<i>Criteria 7.2.1, Criteria 3.5.1</i>	Collaborations

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

IPP is mapped through policies against each NAAC criteria.

Institute formulates policies as a part of ISO procedure in its institutional working. These policies are formulated and updated through IQAC and AAC procedures.

Policies	
Policy Name	Related Sub Criteria No
Administrative Policies	
1. HR Policy	6.2.1
1. Maintenance Policy	4.4.1
Academic Policies	
1. COPO Policy	2.6.1, 2.6.2
1. IKS Policy	2.3.1, 5.1.2, 3.2.1
1. Library Policy	4.2.1
1. Disciplinary SOP	5.1.4
1. Mentor-Mentee Policy	5.1.3, 2.6.2
1. Training And Placement policy	5.2.1,5.2.2
Miscellaneous Policies	
1. Gender Policy	7.1.1

1. Divyangjan Policy	7.1.2
1. Waste Policy	7.1.2
1. Student Grievances addressal Policy	5.1.4
1. Anti-Ragging Policy	5.1.4, 7.1.1

ADMINISTRATIVE SET UP

Administrative Set Up is mapped through CAR and Committees.

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.

Procedures

The institute has mapped all the procedures through the **educational organizations management system**.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institute strongly believes in providing a psychologically and physically healthy and positive conducive environment and has taken-up several employee welfare initiatives towards that end. These include the following:

Ensuring welfare for teaching and non-teaching staff is one of the goals of the institute done with a concern to cater to physical and mental health, and economic welfare of teaching & non-teaching staff. Various facilities are provided to the staff. Apart from this, institute makes it a policy to provide best facilities and environment to its employees.

:

- Fully Airconditioned, clean and healthy environment with dedicated housekeeping staff
- Clean and hygienically maintained washrooms separate for staff with controlled access. The washrooms are adequate with shoe polish facilities for men and sanitary disposal facilities for women.
- Individual Desktops and laptops fully equipped with necessary software and aids provided to faculty (TCS, Microsoft Teams, AutoCAD, Photoshops etc.)
- A fully accessible canteen and snack kiosk with special seating arrangement and filter water facilities for faculty, Filter Water facilities are also provided on alternate floors for easy access.
- Safe working environment with CCTV facilities

Compensation:

- Provident funds are contributed by the institute to the teaching and non-teaching staff.
- Banking facilities are made available to the staff; Salary account is created with bank and salaries are directly credited in the bank every month.

Health & Wellness:

- First aid and sick room available
- Accidental Policy for Non-Teaching

Leave Policy:

- Various leaves are available to teaching and non-teaching staff such as sick leaves, casual leaves, earned leaves, Maternity & paternity leaves, study leave and compensatory leaves. Application for leave is individually managed by staff on TCS portal.

Recognition & Awards:

- To show the institution's appreciation to the teaching and non-teaching staff, various events are organized throughout the year. For example, Teachers Day event is conducted every year on September 5th. On the same day Teaching and Non-Teaching staff are presented with a token of appreciation.
- Women's Day is celebrated annually on March 8th and with and Best Teacher & Staff award presented to the selected candidate.

Festivals & Special Events:

- Festivals such as Holi, Christmas are celebrated to inculcate a happy and positive environment on the campus. Decorations are put up for Diwali and Christmas. Birthdays of teaching and non-teaching staff are regularly celebrated with enthusiasm to the same effect.
- Under Faculty Development Program (FDP). The faculty can pick and choose the program of their choice and interest. Recreational programs are also included within FDP and paid for by the management.
- Flexibility in in & out timing is provided to the teaching & non-teaching staff on a case-to-case basis.
- Teaching staff are encouraged to participate in intra-college events such as annual fairs, design events and juries with concession in, in and out timings.
- For teaching staff aspiring to research and higher education, the institute provides necessary support. Teaching staff is encouraged to take up paper publications, attend conferences etc.
- Appraisal for Teaching and non-teaching staff is done annually. Performance Appraisal is 360 Degree.

File Description	Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 24.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	23	8

File Description	Document
Policy document on providing financial support to teachers	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

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: 7.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	3	2	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	11	9	4

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Strategies For Mobilization/ internal Audit:

- Institute has its own mechanism of internal check to ensure operating efficiency of risk management, governance, control environment, operational effectiveness, and internal control processes.
- The Institute prepares an annual budget considering detailed proposed expenditure for each activity from each head or activity/event in charge.
- An approval notes or expenditure form is required to be verified alongside the budget by the purchase officer and is to be approved by the principal and the Trustee. It is then approved by the Governing Council.
- All expenditures are verified with the approved budget for each said activity.
- Major purchases are made from approved vendors. In certain cases where there are no approved vendors, quotations are invited, and orders placed after vendor comparison and analysis.
- Payments are made only after approval from the CFO and Trustee.
- Statutory auditors are also appointed who certify the financial statements in every financial year.

Optimal Utilization of resources:

- The available physical infrastructure is optimally utilized beyond regular college hours, to conduct vocational classes, co-curricular activities/extra-curricular activities
- Effective utilization of infrastructure is ensured through the appointment of adequate and well qualified lab technicians & system administrators.
- 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

Optimal utilization of funds is ensured through:

- Appropriate funds are allocated for effective teaching-learning which include Orientation Programmes, Workshops, seminars, webinars Interdisciplinary activities, training programmes.
- Appropriate funds for library facilities to augment knowledge Sphere among stakeholders.
- Events and ISR activities are appropriately funded to nurture social Sensibilities.
- Adequate funds allocations are done for IDC and IDRC and other research and design activities as institute aims at global outreach through research, development, consultancy, and collaboration such other activities, involving the faculty at various levels.
- Adequate funds are utilized for development and maintenance of infrastructure of the Institute.

Financial Audits:**External audit:**

The objectives of the audit are to determine a true and fair view of the financial affairs of the Institution as well as compliance to laws.

- The Accounts department in consultation with management, prepares the financial statements by the end of June every year.
- The Trust appoints an external auditor, while ensuring that he/she is a member of ICAI.
- The audited financial statements are submitted to Charity Commissioner, Income Tax and Fee Regulating Authority.

Over the years, there have been no major objections in the external audit report of the Institute. Institute also prepares various returns for Profession Tax, Provident Fund, TDS, GST to be filed with respective Government departments.

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

6.5 Internal Quality Assurance System**6.5.1**

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

Response:

The Institute has initiated many internal quality practices long with implementation of the ISO 21001

Educational Organizations Management System (EOMS) since 2020 and has received the ISO 21001:2018 certification in March 2021, (TUV SUV, SOUTH ASIA PVT. LTD).

Response:

- ACA inception is from 2013 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 CAR assigned.
- In June 2020 to enhance the quality assurance the institute acquired the ISO certification under 9001:2015 that has been upgraded to the EOMS 21001:2018 in February 2023.

2018 -2020

INITIATIVES	ACTION
Initiate the Quality Assurance Process in the institute ISO certification for 9001:2015 completed in 2020-21	ISO certification for 9001:2015 completed in 2020-21
Alumni connect	ACA ROOTS and MOUs
To create repository	Archival committee in CAR
To have research environment	IDRC conference started
Industry Connect	MOUS with Industry
Strengthening decentralisation	Student council formed with committees
Student body networking	Registered with NASA

- The IQAC first meet was held on 05-11-2019 and since then it has been actively involved in aligning

With the vision and Mission and IPP,

2021 -2023

INITIATIVES	ACTIVITY
To streamline online mode of teaching	Teaching on TCS ion
To streamline online mode of examination	To procure online examination format
Promote the achievements of the graduating students through alumni seminars	Their posters on social media and inviting them under ACA Roots
To start writing culture	Writing Research papers/ attending conferences

- IQAC continuously monitors, regulates, and reviews the teaching and learning methodologies to improve efficiency.
- The IQAC meets once per semester to discuss and share the initiatives taken and the outcomes achieved.

File Description	Document

Alumni Roots and MOUs	View Document View Document
CAR	View Document
IDRC	View Document
Industry MOUs	View Document
Student council	View Document
NASA Registration	View Document
IQAC first meet	View Document
Online Teaching & Exams	View Document
Web site Links	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: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

The Institute's existing gender sensitivity and competence can be highlighted with the formulation of various committees for the students and faculties. These committees support dignity of all genders through equality in workplace; protection against sexual harassment; empowering them with rights and laws taking various Institute level Initiatives. To remain consistent towards equity in gender, ACA initiated Gender Audit in academic year 2021-2022.

?

ACA offers equal opportunities for the promotion of gender equity with : ?

- **Gender Policy ?**
- Institute conducts *Gender audit* under Anti-Sexual Harassment Cell, Women grievances redressal cell and external auditor to assess the extent of gender sensitivity and awareness at the institution. ?
- The institute upholds gender equity within the staff by providing *equal opportunities in selection processes* for all cadre of staff. ?
- The Institute practices the *distribution of workload* with respect to the designation and the Caliber of the staff vis-a-viz gender. ?
- ACA has maintained *same payment structure and appraisal processes* irrespective of gender. ?
- The Institute also promotes women engagement and thus has *60% female teaching staff and 40% male teaching staff.*?
- The Institute empower the women through various committees like *anti-Sexual harassment Cell and Women grievances redressal cell*. These committees are committed to ensure *safety and security of women in the Institute.* ?
- To empower women, the Institute also provides *maternity leaves as per Institutes Policy.* ?

?

The institute has following infrastructure for gender equity: ?

- Clean and hygienic toilets. ?
- Girls common room. ?
- Sanitary Napkin Dispenser Machine in Girls washroom and ?
- Cameras are installed all over the Institute. ?
- The Institute is also enabled with both men and women security guards for safety and security in the Institute concerning gender equity. ?

Gender equity & sensitization in curricular activities:?

- Across all academic years, the *Design Studio programme accomodates Gender related topic like Awareness and Sensitization, Equal Representation, Inclusive Project Assignments etc.* The students are encouraged and guided to design spaces suitable for the intended activity. The *final year Design programme & Design Dissertation* encourage inclusive and supportive learning environment that addresses gender issues and prepares students for a diverse and equitable profession.?

Gender equity & sensitization in co-curricular activities:?

- The Institute celebrates '*International women's day*' every year on 8th March inviting eminent speakers to enlighten on subjects pertaining to financial investment; health; professional empowerment and NGOs to promote gender equity and women's empowerment. ACA applauds women employees as a token of appreciation.
- The institute has also organized a *workshop on self-defense* strategies and techniques to raise awareness among students regarding women safety. ?
- ACA encourages women safety in and out campus for which *women personnel from Mumbai police* were invited by the '*Manasavini*' cell to create awareness about women safety in the system.
- ACA promotes *women and men both equally in sports activites in campus as well as out of the campus* by offering opportunities to participate in various inter-college sports competitions. ACA takes proud in showcasing trophies under *women football match*.
- *Sensitize students towards community* and gender equity, ACA providing a platform for gender and age inclusive community participation via activities.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

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:

Aditya Institute is built upon strong Human values, professional ethics and an inclusive learning and teaching environment. The institute is inclined towards creating tolerance, harmony, and balance for the various diversities of society. ACA has been able to maintain this balance by conducting activities such as: ?

Tolerance and Harmony in Cultural Diversity: ?

- **Via Curriculum:** The curriculum is attuned to contemporary political and social issues with subjects like Architectural Design, Humanities, Allied Design exploring diverse readings and observations for the documentation of the cultural and regional aspects of people place and things. ?
- **Via ‘Udaan’-Annual Cultural Festival:** Annual College festival as a platform for unity of various cultures within the Institute is designed and organised by student council celebrating cultural diversity in the college. It comprises of seminars and workshops, art events, talent hunts, music, drama and indoor and outdoor sports tournament. ?
- **Via national Festivals:** The institute also celebrates and promotes festivals of different religions. ?

?

Tolerance and Harmony in Regional Diversity: ?

- The harmony in regional diversity is reflected through **teaching methods** also. ?
- **Via Study Tour:** Institute conducts 'Study Tour' for batches across all years creating Inclusion Situatedness, human Values and professional ethics through study of region, religion, architecture, environmental studies, culture and documentations. ?
- **Chatrapati Shivaji Maharaja Jayanti:** is celebrated to build a sense of pride of great Maratha warrior among the students with the help of drama, painting and sketches. ?
- **Ganesh pandal painting:** ACA Collaborated with Darshan Mitra Mandal for giving a platform to our students to display their talent by Ganesh Pandal Decoration at Borivali Paschim Cha Raja Ganesh mandal. ?

?

Tolerance and Harmony in Linguistic diversity: ?

- ACA is a **Hindi minority Institute.** ?
- The Institute celebrates days like **Hindi Diwas and Marathi Diwas** respecting local languages of India respecting multicultural and multilingual students and faculties. ?
- **Student council:** A literary club under the student council creates and organizes activity to promote regional languages like poem writing, essay competitions etc. ?

?

Tolerance and Harmony in Communal socioeconomic diversity: ?

Borivali Design Fair organized by ACA involves Community through various programs like painting competition for Kids, salad making competition, Kids talent show and Senior citizen talent show. ?

?

ACA take initiatives to sensitize students and employees towards constitutional obligations with: ?

- **Values:** ACA has organized a *Peace march* to invoke peace and harmony among the students and faculties. ? Students participated in Borivali skywalk column painting, participated in poetry and Rangoli competitions, celebrated Teachers' Day and International Yoga Day, and organized a Peace march to promote human values and city beautification.
- **Duties:** A tree plantation practice was organised by ACA part of '*Azadi ka Amrit Mahotsav*' encouraging National duty among students. To promote clean and renewable energy

among students as a duty towards nation, ACA has installed a rainwater harvesting pit in the campus. ?

- **Responsibilities of Citizens:** *Beach Clean-up* drive organised at Versova Beach, Mumbai as a responsible citizen towards keeping the city clean. ?
- **Rights:** Exposure to personnels from Armed Forces: ACA invites eminent guests/speakers for National festivals like Independence Day and Republic Day motivating students informing and attitude of responsible citizens. ?

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File Description	Document
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7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1?

1. Title of the Practice:?

Global Outreach and Research through, IDC (INTERNATIONAL DESIGN COMPETITION), and IDRC, (INTERNATIONAL DESIGN & RESEARCH CONFERENCE)?

2. Objective of the Practice?

- To establish connections among the global architectural student community and academia.?
- To create opportunities of learning that encourages students to be competent enough for best-fit job roles ?

- To bring positive attention to the institute as an establishment and create Institutional Identity, for institutes students.?
- To provide members of architectural research community with facilities to research, experiment upgrade and implement contemporary learning tools.?

3. The Context ?

The International Design Competition (IDC) was established in 2013 to enrich students and fraternity through architectural competitions. The competition aims to ***promote global outreach and professional growth*** among students. The ACA (Aditya College of Architecture) embraces this approach, focusing on ***up-to-date problems and expanding knowledge***. The IDRC (International Design Research Conference) covers various topics, allowing students, ***researchers, academicians, and practitioners*** to express their ideas and ***showcase their designs***.

?4. The Practice

- ?Aditya College of Architecture (ACA) has been organizing the International Design Competition and International Design Research Conference since 2015. The competition aims to ***promote excellence in architectural design***, practice, and professional life. The committee, including faculty members, ***industry experts***, and administrative staff, defines the competition's theme, objectives, and guidelines. The ***theme*** is chosen based on ***global trends*** and interests. The competition's guidelines are ***comprehensive*** yet flexible, ***encouraging creativity and diverse interpretations***. A fair and ***transparent judging*** process is ensured, with an ***International panel*** of distinguished architects and academics evaluating submissions impartially. Promotions and invitations are distributed through digital and print media. The event promotes ***architectural excellence, fosters cross-cultural exchange***, and encourages innovative ideas.

5. Evidence of Success?

The college has been dedicated to incorporating innovative methods in architectural pedagogy to create responsible professionals with a global outlook. The college has ***received over 100 registrations***, attracting students from ***all corners of Asia and Europe***. The competition promotes ***research at the undergraduate and postgraduate level***, enhancing the college's reputation and ***attracting international talent***. The competitions have also enriched the college's curriculum and research initiatives, attracting reputable industry professionals and providing networking opportunities. The International Architects Panel of reviewers and jurors offers an exceptional platform for students, professionals, and academics to showcase their innovative ideas and promote architectural excellence.

6. Problems Encountered and Resource Required.??

The teaching learning process faces challenges such as ***time crunch, language barriers, follow-ups, and***

effective marketing strategies. Meetings and discussions are necessary to create a functional brief, while maintaining a cordial relationship is challenging. *Punctuality* is essential for *record-keeping* and *expertise* is required for daily record maintenance. Effective marketing and communication strategies are also needed to promote events and encourage student participation.

Best Practice 2:

With an aim to adopt and integrate the **National Education Policy (NEP)** systematically ACA aligned its *curricular and co-curricular practices* to ensure a comprehensive and high-quality educational experience.?

1. Title of the Practice?

Formulating a Holistic, Innovative, Architectural Multidisciplinary approach through Seminars-Workshop and Architectural Curriculum practices.?

2. Objective of the Practice?

- To foster innovation with new courses, and interdisciplinary collaborations that reflect the evolving trends in ?
- To emphasize flexibility, multidisciplinary approaches, and practical skills development.?
- To establish mechanisms for quality assurance ?
- To create partnerships with industry professionals, alumni, and local communities to provide students with real-world exposure and enhance their practical skills.?

3. The Context ?

ACA is committed to bridge the gap between academia and industry needs, equipping graduates with the necessary *skills to tackle* the complexities of the architectural profession. This reflects the college's commitment to providing talented architects with a *comprehensive set of skills* for success in the fast-paced building and infrastructure industries. The institute understands that young graduates need more than curriculum-based knowledge; they need *holistic development*. This means taking *cultural contexts* into account and implementing strategies to ensure diversity and inclusion in the curriculum. ACA encourages students to develop their skills through *innovative and entrepreneurial options*. It encourages them to participate in informal learning through workshops, seminars, conferences, and contests. The Institute continues to practice its vision of emphasizing the role of such activities in enhancing the necessary skills and development of students *beyond traditional classroom settings*.?

4. The Practice.?

Architectural education involves a *multidisciplinary approach*, focusing on *disciplines like Design, Technology, Social Sciences, and Allied Design or Electives*. The institute has adopted these approaches in co-curricular activities through seminars, workshops, site visits, study tours, and competitions. *Skill development* is prioritized, with programs, workshops, and *certifications* introduced to boost *students'*

employability. Seminars are multidisciplinary, addressing curricular topics by experts in practice. Workshops allow students to apply theoretical knowledge to **practical projects**, fostering their skills and outcomes. These workshops are designed to be lengthy, lasting **two to five days**, and address **unconventional design elements and materials**. Students receive **quality industrial training exposure** to these programs and **contemporary trends**.

5. Evidence of Success:?

ACA Bridges, a club under the ACA umbrella, has **organized over 100 seminars** across various disciplines, **fostering connections** with professionals and **securing internships** and resulting in **40 plus collaborations**. These events **promote communication, confidence, and experimentation in architecture**. Hands-on workshops, which often include **product installation**, create **credentials**, ensuring students are well-rounded and **prepared for future careers**. These events **contribute to the growth and reputation of the architecture college**.

6. Problems Encountered and Resource Required. ?

The **budget** for Hands On workshops exceeds expectations, requiring **more time and energy**. The chosen subjects are **limited by space constraints** and must be improved in **scales or digital outcomes**. Faculty efforts are needed to make students understand the importance of these sessions **outside the curriculum**.

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

Connecting with Community: ?

Aditya College of Architecture (ACA) prioritizes holistic student development, encouraging them to learn from and with the community. The college aims to equip students with the necessary information, morals, and lateral thinking for success as professionals and humans. The 18-22 year-olds need to be exposed to the sensitivity of the community and their needs beyond campus. Architecture students are associated with the institute for five years, fostering their thoughts and community connections.

With Objectives such as:?

- To sensitize students towards social responsibilities. ?
- To Develop values for inclusive growth ?
- To sensitize students to give back to community. ?
- To educate students about decision-making and sustainable practices ?

These programs, described below, have ranged from involving students in active on-ground activities to interactions with public service professionals?.

?

Borivali Design Fair: ARGHYA ?

The Aditya Group of Institutions (AGI) has always had the vision of encouraging the youth to dream big. As managers, as architects as designers - no matter which field Indian youth specialize in, the Aditya Group will help fulfil these dreams. To achieve this dream in 2016 the ADITYA group of Institutes (AGI) conceived and curated an event with neighborhood as “Borivali Design Fair: ARGHYA. ?

Together, these institute ions (Aditya Institute of Management Studies and Research, Aditya Institute of Architecture and Aditya Institute of Design Studies) intended to not just impart education to professionals, but also *to encourage students to engage the populace in discussion and provide the public with an understanding of how good education can help an entire nation move ahead. ?*

For this purpose, the event was designed and organised across 3 days with various on the spot and pre-registered events like:?

- *Talent competition for elderly?*
- *Drawing competition for young minds of primary school?*
- *Dance competition for teens and inhouse student fraternity?*
- *Talks by eminent personalities?*
- *Exhibition platform to exhibit work of college and invited industry product stalls?*
- *Cooking competition?*

- *Hands On workshop The colourful and vibrant event saw successful participation from public of all ages.?*

OUTCOMES: With such events organised by students actively, encouraged students to *interact with peers from diverse backgrounds, engage in cultural exchange events*, and participate in workshops that *promote empathy and understanding*. By fostering an *inclusive community*, students are better prepared to work collaboratively in a globalized world and *appreciate the value of diversity?*

ISR-INSTITUTIONAL SOCIETY RESPONSIBILITY ?

This philosophy is often practiced by involving in *societal needs and participation by students*. Faculty and Students are encouraged to participate and display their minds via various projects which are taken under ISR (INSTITUTIONAL SOCIAL ? RESPONSIBILITY) committee. ACA adapts and adopts various *themes* promoted by ? *state or central government bodies or private bodies, NGOs (Non-Governmental? Organizations)* involved. Institute *collaborates* with various projects at various levels ? and at various times to *experience real-world needs*. Along with social responsibility, ? ethical orientation is inadvertently imbibed within students, which elevates their ?creativity and decision-making power. Participation via different modes and mediums.

Few to name ,such as:?

- *Live painting on walls of Railway stations, Dahisar,?*
- *Column Painting under flyovers;*
- *Sanjay Gandhi National Park walls for G20 Summit, ?*
- *Eco Bricks at Keshav Srishti, ?*
- *Clean up drive of Beach.?*

?

OUTCOMES: Involvement in such activities has helped instilling inspiration to take up ?community service initiatives, such as volunteering at local charities, organizing ?environmental cleanup events, or assisting with educational programs for underprivileged ?children. The goal is to instil a commitment to giving back to society and developing a ?broader perspective on their role as responsible citizens.?

?

DEPARTMENT OF LIFELONG LEARNING AND EXTENSION(DLLE)

In continuation of the above the Institute in 2022, to broaden the base of student ?interactions with other colleges of the community and acquire benefits from the same ?registered DLLE (Department of Lifelong Learning & Extension).ACA offers six projects of ?DLLE namely Annapurna Yojana (APY), Industry Orientation Project (IOP), Population ?Education Club (PEC), National Institute of Open

Schooling (NIOS), Survey of Women's Status (SWS) and Career Project (CP). Students who enrol for this extension work projects perform various activities for social awareness based on various issues/problems in society. *Activities could include ?*

- *Workshops on skill development in various backgrounds of the community, ?*
- *Educating and interacting with the community for creating awareness on?*
- *Subjects of environment and other social needs such as waste segregation?*
- *Discussions and initiatives that promote sustainable living.?*
- *The goal is to equip students with the knowledge and tools to make conscious and responsible choices. ?*

?

Outcome: More than 100 students of 300 strength voluntarily registered for this program. The learning process is more effective and consistent by systematically linking activities to course structure and grading practices to intended learning goals. The teacher provides systematic feedback to students about their own progress. ?

?

Designing Annual Exhibition "19 degrees North" ?

To transmit the culture of the institute and compile the learnings of the year across in the form of skills and expression, students are encouraged to design their annual exhibitions open to all from professional fraternity to their parents and friends from diverse backgrounds. The Exhibition has been named "19 Degrees North". It is conducted annually and is usually combined with annual cultural events. This allows students to bring their friends and families to their world and by doing the *following they achieve:?*

- *By Showcasing Student Work: It helps them celebrate their achievements, hard work, and creative abilities.?*
- *By Sharing their Design Concepts has allowed students to present their design concepts and ideas to peers, faculty, professionals, and the public.?*
- *Every year the exhibition is designed with a theme it allows Networking and Interaction with various industry representatives, potential employers, and alumni have created opportunities for students to network, establish contacts.?*
- *Building Confidence: Displaying one's work in a public setting boosts students' confidence and self-esteem.?*
- *Enhancing Communication Skills: Presenting and discussing design concepts with diverse audiences, including non-architects, helps students develop effective communication skills*

to convey complex ideas in a comprehensible manner?

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5. CONCLUSION

Additional Information :

ACA, a suburban Mumbai-based institution, was established in 2013 with 40 students. Managed by Shree Ameya Public Charitable Trust, it focuses on architecture and design for life. With a unique vertical campus, smart classrooms, ICT tools, dedicated faculty, and a student fraternity, ACA has been accredited by the Council of Architecture and the Department of Technical Education and certified under ISO 9001-2015 and ISO 21001-2018.

ACA aims to create a "Centre for Excellence" in North Mumbai, offering undergraduate and graduate degrees in Project Management, Architecture, Interior Design, and Bachelor of Applied Arts and becoming North Mumbai's premier resource centre for Design Excellence. It also provides short-term certificate courses under Aditya Centre for Design Studies. ACA is affiliated with PEATA and IGBC.

The college uses extracurricular activities, seminars, workshops, and ISR initiatives to develop ethical professionals and responsible citizens. It aims to provide quality education through outcome-based assignments, skill-development, creative teaching strategies, unconventional thinking, research-based techniques, and hands-on experimentation, achieving NEP 2020 goals.

- ACA, a top-tier institution in Mumbai, offers international-standard education in architecture and design programs.
- It ranks among the top architectural schools in Mumbai and has experienced faculty with multi-disciplinary expertise.
- ACA uses innovative teaching methods like games, exercises, and simulations to effectively teach the architectural curriculum.
- It also offers a diverse range of electives, including Entrepreneurship, Research, Sustainability, and Management, and has been granted ISO 19001:2015 and EOMS certification.
- ACA is dedicated to a student-centric approach, providing a secure environment for teaching, learning, and growth.
- Performance Improvement Initiatives cater to students with learning disabilities, advanced learners, and diverse backgrounds.
- ACA offers student support and insurance coverage under the Yuva Raksha Insurance Policy.
- Students can experience local, national, and international exposure through immersive study tours and conferences.
- ACA is a member of prestigious national and international architecture and building construction industry organizations like IGBC and NASA.
- It has partnered with four NGOs to conduct social outreach activities in and around Mumbai.

- ACA fosters a robust alumni network, fostering cultural engagement and knowledge sharing among its engaged alumni.
- ACA's Student Council actively participates in intra-collegiate and inter-collegiate sports and cultural activities.
- ACA has successfully organized various national and international outreach activities, including the International Design Competition, International Design Research Conference, and Borivali Design Fair.
- The campus features advanced infrastructure, smart boards, security guards, CCTV cameras, fire-fighting systems, a digital laboratory, a library with over 12,000 books, and plagiarism detection software.

Concluding Remarks :

The NAAC (National Assessment and Accreditation Council) format for writing the SSR has allowed ACA to gather and comprehend multiple facets of high-quality education. Since 2019, the establishment of the IQAC (Internal Quality Assurance Cell) as well as our ISO Quality Management System has served as a guide for the preparation of the Self Study Report (SSR)" which in turn has aided us in our aim to achieve academic excellence. As far as we are aware, the report has been written with the intention of fulfilling the NAAC committee's requirements for the accreditation procedure.