SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

DR. BALIRAM HIRAY COLLEGE OF ARCHITECTURE

DR. BALIRAM HIRAY COLLEGE OF ARCHITECTURE SURVEY NO. 341, NEXT TO NEW ENGLISH SCHOOL GOVERNMENT COLONY BANDRA (EAST) 400051

www.hiray.edu.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

LBHSST's Dr. Baliram Hiray College of Architecture, was founded in 1994 under the able leadership of Dr.Baliramji Hiray and Mr. Prasad Hiray.

The Parent Organization, Late Bhausaheb Hiray S.S. Trust was established by Dr. Baliramji Hiray (Ex-Education Minister, Government of Maharashtra) with the sole view of providing Quality Education to the people of Maharashtra in the year 1977. It is a charitable trust with leading social workers, philanthropists and doctors as members, with the above laudable objective of providing quality education at reasonable cost for urban and rural people, with colleges spread across Mumbai, Nasik and Malegaon, offering a number of educational courses / programs for over 10,000 students. The trust has started various courses to cater for the different segments of people.

Dr.Baliram Hiray College of Architecture was estabished in 1994 under the Late Bhausaheb Hiray Smarnika Samiti Trust. Since its foundation in 1994, the college is recognised for its highly dedicated and qualified faculty members, sufficient infrastructure and a strong community outreach programme. The instite is committed to the welfare of each student, encouraging them to imbibe values that will mould them into the standard bearers of excellence in their chosen field, keeping in mind their individual merits and strengths. The institute mentors its students to maintain their originality and develop a carrier-oriented attitude.

The institute focuses on outcome-based learning, which aims at delivering courses and programs as well as performing timely assessment of the academic performance and also involving students in cocurricular, extracurricular and social activities. Various activities such as international and national study tours, seminars, workshops, site visits and case studies are carried out.

Apart from general facilities like computer lab, library etc., the institute also has boys' hostel facilities within the campus.

The institute is proud to be an ISO certified Organization and achieves the objectives laid down by ISO every year. The Institute implemented ISO in the year 2009. It has been recertified regularly in the year 2012, 2015, 2018 and 2021. The institute strictly follows the norms stipulated by ISO without fail.

The positive support of Management has always fostered a stream of ideas and thoughts on campus.

Vision

To impart comprehensive education, keeping abreast with the existing trends to make students sensitive towards sustainable development, socio-cultural aspirations and thus actively participate in creating a better world.

Mission

We encourage academic excellence and independence of thoughts. Our endeavour is to support the career and personal development of the students. We are passionate about grooming leaders who are not only thorough professionals but also good human beings with values and can contribute to the overall development of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The strengths of the institute have been aligned with some of the relevant global goals like creating sustainable communities.
- We aim at imparting quality education to our students. Undergraduate and post-graduate program have been designed in line with the industry.
- Transparent and student centric learning environment for holistic development and making students industry ready.
- About 50% faculty retention for over 5years.
- Efficient faculty team work that improves the productivity and performance of the students.
- Organizes events like workshop, lectures, symposiums, by international and national experts for comprehensive development of the students.
- Conducts International and National Study tours to create awareness and enhance students with respect to the current trends, heritage and user's perspective.
- Emphasis on user centric design projects in line with the current needs and sustainable development.
- Encouraging socially relevant initiatives and activities to make the students aware about their role and responsibility in the society.
- Participation in Intra and Inter institutional academic, cultural, social and sports events.
- Counsellor appointed to support the students and listen to their academic, emotional, social, and behavioural concerns in an open and non-judgemental way. The institute gives utmost importance to gender equality.
- Collaboration with organization and firms to support the students during and after the completion of the program.
- Mentor- Mentee system for better student support and teacher-student interaction.

Institutional Weakness

- Deficit in research publications by faculty members in UGC approved journals.
- Shortfall of faculties with Phd qualification.
- Development of Research and Design Cell.

Institutional Opportunity

- Collaboration with industry and other institute for research, innovation and internationalization.
- Enhancing consultancy and extension activities.
- Focus on experiential learning to acquaint with global issues and sustainable development.
- Strengthening the Alumni Association.
- Formation of cell to guide the students with respect to Placement, Entrepreneurship and Higher

Education.
- The institute provides international exposure to students by conducting regular seminars with speakers from across the globe and also organizing international study tours.

Institutional Challenge

- Global slowdown in the availability of suitable jobs post Covid-19.
- Dynamic curriculum that includes new technology.
- There is no control on the academic background of the students and low learning level in families who secure admission in the institute as the admission process is centralised under DTE, Maharashtra.
- Students may or may not be from the Science stream. It is decided as per the guidelines set by our SRA (Council of Architecture). Students taking admissions are first generation learners.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dr. Baliram Hiray College of Architecture follows the curriculum developed by the Mumbai University for the semester Pattern since 2017(earlier it was yearly pattern) and has structured methods for curriculum planning and delivery.

In terms of curriculum planning, the institute prepares its academic calendar based on the university's calendar and follows the semester commencement and concluding dates. The calendar considers local and public holidays, institute events, sports, cultural events, and semester end examinations. There is mechanism for the evauation of students under value added courses and there is a definite assesment method for these value added courses .

For curriculum delivery, the institute strictly adheres to the syllabi prescribed by Mumbai University. In addition, the institute employs various strategies to enhance the teaching-learning process. These include advanced planning of academic activities, maintaining discipline and working day compliance, providing learning resources through the library, using objective-driven teaching plans, employing interactive teaching techniques, organizing programs like Talkfest and Technovation, guest lectures by field experts, study tours, and periodic reviews of faculty and student performance.

Evaluation of the teaching-learning process is conducted through progressive assessments, semester end examinations as per university guidelines, the outcomes of which are shared with students.

The college also integrates crosscutting issues such as professional ethics, gender, human values, environment, and sustainability into the curriculum.

Regarding professional ethics, it is made sure that subjects like Architectural design, Building construction and Materials, and Professional practice cover topics related to social responsibility, professional integrity, compliance with codes, standards and professional conduct. The curriculum addresses gender issues by including subjects that promote gender equity and inclusive design principles. Human values are fostered through comprehensive education that develops critical thinking, communication skills, and ethical considerations. The curriculum also emphasizes environmental sustainability by covering topics such as

sustainable development, passive environmental control, landscape design, sustainable building strategies.

The college has established a system to obtain feedback on the curriculum from stakeholders such as students, teachers, employers, and alumni. The feedback is collected, analyzed, and necessary steps are taken based on the feedback received. This feedback is then made accessible on the college's website.

Teaching-learning and Evaluation

At Dr. Baliram Hiray College of Architecture, students are enrolled as per University of Mumbai and Council of Architecture, New Delhi guidelines. Institute takes efforts to serve students of different cast, religion, backgrounds and abilities, through effective teaching-learning. Process of admitting the students to programmes is through DTE which is a well administered mechanism, complying with all the norms of the state and central government. Average enrolment in the past five years is approximately 95.56%. The institute was established in 1994 and has completed 29 glorious years. The Institute identifies the strengths and weaknesses of students in teaching and learning processes, assesses the learning levels and organizes special programs for them. The institute provides learner centred education through appropriate methodologies such as participative, experimental and collaborative learning to facilitate effective learning. Activities like field visits, model making, reviews/ juries, seminar, presentations, group discussions, guest lectures, workshops by experts and role play make the learning student centric. Teachers provide a variety of learning experiences, including individual and collaborative learning. The student- teacher ratio is maintained as per Council of Architecture, New Delhi guidelines. Record of average percentage of teachers in the institute is maintained. The Institution uses transparent and robust mechanism of internal assessment in terms of frequency and mode to deal with internal and external examination related grievances. Continuous assessment of students' progress is being undertaken. Teachers and students know course and program outcomes offered by the institution. Attainment of programs outcomes and course outcomes of each student are evaluated by the institution. Course outcomes (CO) for each course are decided and these are monitored through the academic records by each faculty that includes teaching plan, results of internal and external evaluation, CO, PO attainments, etc.

Research, Innovations and Extension

DBHCOA encourages the students and faculties to take up research activities during the five years course, particularly emphasising extensive research in the final year design projects. The institution has set up a design cell to assist and collaborate in design and research. Faculties are encouraged to participate in international/national conferences and also, to regularly publish papers.
The institute conducts numerous seminars and workshops related to research methodology, entrepreneurship and industry based skill development. This provides a holistic learning in the field of Architecture. The faculties are encouraged to undertake Faculty Development Programs as per their expertise and interest.

The institute carries out extension activities around the year with active participation from students. These activities sensitise students towards community, gender equality, social equity and inculcates values and commitment towards society. In extension activities the institute undertakes four types of Community activities under academic, civic, social and environmental. In Academic extension activities, students

are encouraged to go in public and explore community to understand urban issues faced by a selected neighbourhood. They get sensitised with the problems faced by the
community, the current scenario of the neighbourhood. These programs encourage
the students to do live case studies and interact and understand the problems of the
stakeholder and then undertake the process of design.
Institutes plans clean-up drives, plantation drives, waste collection drives at various
places across Mumbai to make students understand that Environment comes first
and their role in achieving Environmental Sustainability is of prime importance.
Under Civic responsibility the institute arranges Blood Donation Camps with
Hospitals and students, faculties donate blood while contributing to the noble cause.
The institute understands its Social responsibility and made Walk through the
Hearts, a social cause event as a yearly ritual to donate funds, books, clothes,
stationary and other essentials for the less fortunate strata of the society.
The institute is trying to create research and inquisitive culture through collaboration
with various industry and social partners. Field trips are undertaken to enhance their
practical knowledge.

Infrastructure and Learning Resources

DBHCOA has an independent institutional building having five floors with a total built up area of 4346.06 Sq.M.. The building fulfills all the requirements for different facilities as per Council of Architecture New Delhi norms (CoA norms approved by Ministry of Human resource and Development Govt. of India in 2020 for all Architecture colleges in India).

The building has state of art infrastructure facilities consisting of auditorium hall, studios, classrooms, library, computer laboratory, material museum, surveying laboratory, climatology and environmental laboratory, Admin office, dedicated workshop space, staff rooms and canteen etc.

The building houses a 145 SQM large air conditioned auditorium hall with acoustic treatment and Audio visual facilities, stage and comfortable seating arrangement. It also has two conference rooms with audio visual facilities, LCD projector and other facilities.

The building has spacious studios and classrooms for both undergraduate and postgraduate courses in architecture, equipped with drawing boards, studio chairs, overhead projectors and IT facilities like Wi-Fi.

The college library has an area of 145 SQM and provides access to various resources and research material. It has over 5657 books which includes reference books, handbooks, codes, volumes, thesis copies, research reports, journals, newsletters and NBC.

The college has a large air conditioned computer laboratory of 108.46 SQM with a server room and 90 advanced workstations loaded with various software like autocad, revit etc.

There are dedicated laboratory spaces for subjects like Surveying and leveling, environment and climatology which have all the instruments in good working condition. Along with the above laboratories there is a material museum that contains samples of all kinds of materials used in construction and interior works.

There is an outdoor construction yard of 200 SQM in the building premises which serves as a space for

workshops on different construction technologies and demonstration of modern practices in architecture.

DBHCOA focuses on providing the students with different opportunities to enhance their knowledge by conducting seminars, expert talks and workshops on various subjects. The college also encourages students to participate in different design competitions, sport events.

Student Support and Progression

Dr. Baliram Hiray College of Architecture provides necessary assistance to students to acquire significant experience in learning at the campus and aid their holistic development.

The institute assists students in acquiring Government Scholarships under various schemes governed by DBT (Direct Benefit Transfer). It conducts various capacity building programmes (Life skills, Soft skills/ Communication skills, Computing skills) during the academic year in order to promote overall development of students.

Dr. Baliram Hiray College of Architecture has formed various committees to engage in a structured partnership with teachers, students, and management in the operation.

These committees facilitate a platform for students to resolve their issues related to academics, reservation, and other problems such as anti-ragging and sexual harassment. Meetings are conducted periodically for students and their issues and concerns are heard and resolved.

Students participate in various Sports and Cultural programs/ activities/ competitions such as Annual College Festival, Annual Sports week and Exhibitions. It gives students an opportunity to showcase their creative side and develop a competitive spirit.

College has set up a formal Alumni Association and has registered it under Societies Registration Act, 1860 in June 2023.

Although there was no such formal Association, the institute is well connected with all our Alumni batches through Facebook, LinkedIn page and WhatsApp groups. It has group Emails being sent out batch wise for each event and updates about the college and its activities. The College also invites alumni to contribute to the college publications as well.

Governance, Leadership and Management

Dr. Baliram Hiray College of Architecture is managed by Late Bhausaheb Hiray S.S. Trust with an aim of promoting quality technical education. The trust has completed 28 years of dedicated services in technical education. We, at Dr. Baliram Hiray College of Architecture (DBHCOA), are committed to "impart comprehensive education, keeping abreast with the existing trends to make students sensitive towards sustainable development, socio-cultural aspirations, and thus actively participate in creating a better world."

In line with the institution's philosophy, at the Architecture Institute, our mission is to encourage academic excellence and independence of thought. Our endeavor is to support the career and personal development of the students. We are passionate about grooming leaders who are not only thorough professionals but also good

human beings with values who can contribute to the overall development of society. For details refer http://www.hiray.edu.in/about-dbhcoa.html

Service rules- service rules are followed as per the management rule book for teaching and non-teaching staff. Teaching staff is appointed through a selection committee which consists of core committee, at least one member of management and representative appointed by Mumbai University/COA as per norms. Pay scales are given as per norms. For the appointment of non-teaching staff, provisions given in management's service rule book are followed.

Governing body, College Development Committee (CDC), Principal and core committe and Internal Quality Assurance Cell (IQAC) play an important role in achieving overall academic excellence through creativity and innovations. The Institute seeks its vision and mission through well designed perspective and strategic plan that outlines various measures to be taken for growth / development of institution which mainly focuses on enhancement of teaching learning processes, to nurture value-based, creative and critical learning, promotion of research, holistic development of students, to enhance academia Industry interface etc. The committee also includes parent representatives, alumni of the institution, student representatives, and specialists from the building sector such as architects, engineers, interior designers, etc. Due to the committee's recent formation, an evaluation of the teaching and learning process, organisational structures and methods, and learning outcomes is currently being undertaken.

Institutional Values and Best Practices

Dr. Baliram Hiray College of Architecture functions and develops different issues such as gender equity, environmental consciousness, professional ethics and best practices. Dr. Baliram Hiray College of Architecture inculcates gender equity through design programmes in curriculum. Design briefs are formed in such a way that the outcome is sensitive towards gender equality.

The institute ensures safety and security through round the clock vigilance of security persons and CCTV cameras systems installed at various locations such as, staircases, passages, entry exits, etc. The college campus is guarded by security guards at the entrance including a female guard. Security guards are bound to maintain a register of visitors with necessary information such as name, address and mobile no. The college provides different committees for women to address various issues such as 'Mahila Takrar committee', 'Grievance Redressal Committee' and 'Anti-ragging committee'. Student council is formed every year for smooth coordination of students with faculties.

DBHCoA looks after the wellbeing of students and faculties. Counselor is appointed in the college for students as well as faculties to tackle different work pressures, time management, family concerns.

The institution has inhouse boy's hotel facility which accommodates 32 students. Recreational area is also provided in the hostel. A warden is appointed for safety and security for students staying in the hostel.

This institute is passionate about grooming leaders who are not only thorough professionals but also good human beings with values and can contribute to the overall development of the society.

DBHCoA has developed policies for the management of waste, green campus initiative and barrier free environment. The institute has witnessed and nurtured cultural, regional, linguistic and socio-economic diversities in students and as well as in teaching and non teaching staff members.

DBHCoA enables students with pedagogy that is advantageous to both them and the teachers.

The institute empowers students to make decisions and assist them in honing their curriculum related abilities. The institute inculcates diverse programmes, seminars, workshops and study tours for the students to explore the vast field of Architecture.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. BALIRAM HIRAY COLLEGE OF ARCHITECTURE
Address	Dr. Baliram Hiray College of Architecture Survey No. 341, Next to New English School Government Colony Bandra (East)
City	Mumbai
State	Maharashtra
Pin	400051
Website	www.hiray.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sunil Raosaheb Magdum	022-26570986	9820365577	-	hiray.naac@gmail.com
IQAC / CIQA coordinator	Yatin Merchant	022-26570892	9820153910	-	yatin.merchant@hiray.org.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	[View Document](#)	18-11-2022	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dr. Baliram Hiray College of Architecture Survey No. 341, Next to New English School Government Colony Bandra (East)	Urban	0.45	4346.06

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch,Bachelor Of Architecture	60	HSC	English	120	120
PG	MArch,Master Of Architecture	24	B.Arch	English	20	9

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				7				14				27
Recruited	4	3	0	7	3	11	0	14	10	17	0	27
Yet to Recruit				0				0				0

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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				12
Recruited	5	7	0	12
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	2	0	3	11	0	8	12	0	37
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	19	12	0	31

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	56	7	0	0	63
	Female	52	4	0	0	56
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	5	0	0	0	5
	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	6	7	9	5
	Female	8	2	6	13
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	11	13	19	7
	Female	11	11	10	27
	Others	0	0	0	0
General	Male	49	64	57	53
	Female	45	41	83	73
	Others	0	0	0	0
Others	Male	4	3	5	1
	Female	6	0	7	2
	Others	0	0	0	0
Total		140	141	196	182

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Architecture is a career path that focuses on the integration and applications of technical knowledge, logical and creative thinking, and innovation as per the user needs leading to holistic learning. The collaborative, interdisciplinary and multidisciplinary project based learning approach assists the students not only with conceptual knowledge but also give exposure to application of concepts. In view of this various electives and allied courses, workshops, seminars and guest lectures are arranged and collaborations are initiated to bridge the gap between academics and industry. This encourages the students to develop a problem solving nature with critical thinking towards multiple disciplines and resolving

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	assets for the profession.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In architecture, traditional knowledge of construction systems, material and concepts plays a vital role. Analysis and application of ancient vernacular architecture knowledge system assist toward holistic development of the students. In this regard, every year study tours are conducted with detailed documentation is done to understand and create awareness about the Indian knowledge system. Intach (Indian national trust Art and Cultural heritage) every year organizes a competition for documentation of undocumented. In 2016, students visited Laxmi narayan temple, Malvan, (Southern part of) Konkan, Maharashtra. They studied the temple thoroughly and made drawings on site. Photographic documentation is very important in this process. Our institute secured an Excellence Award for the documentation of this temple in 2016. After this wonderful achievement students compiled a book 'Preserving Patterns' which was published by our Institution in September 2016. In 2023 'Preserving Patterns' received an ISBN number. In 2017 a team of students and faculties did documentation of Rajawada and temple of Pantapratinidhi in Aundh, Satara. In 2018, a temple complex around the crater of Lonar was documented. INTACH in 2018, announced a documentation competition as 'Water Heritage'. Students participated in this competition as the setting of the documentation site was similar to the brief. Drawings, photographs, research work, articles were compiled together to form a book. 'Divine Waters' was the book which was published by our Institute in September 2018. In 2023 'Divine Waters' received an ISBN number. Related electives, guest lectures and seminars were introduced at every level to enhance the knowledge. The institute has students from diverse background, so for better understanding the verbal communication with the students is in English, Hindi and Marathi which is the local language.
5. Focus on Outcome based education (OBE):	Outcome based education emphasizes on the skills and knowledge the students are expected to know after the completion of the course. In this system of learning the curriculum is enriched with topics relevant to the current needs, emphasizing on the latest advance knowledge, and sensitizing the learner with the socio-cultural issues and challenges. These

	initiatives groom the learner holistically by bridging the gap between academics and practice, so as to enable the learner to successfully face the world challenges. Our Program Outcomes (PO) have been decided, Course Outcomes (CO) have been mapped with POs. Every aspect of teaching learning is linked with outcome. The institute in this regard takes initiative by conducting regular feedback from various stakeholders to implement the suggestions, thus enhancing the curriculum.
6. Distance education/online education:	Online education has become a new way of teaching-learning. Architecture being a design course where teaching learning happens through one-on-one interaction this system of education becomes a challenge. This mode of teaching can be adopted effectively in some courses such as learning advance software, understanding market trends, enriching with advance technology and making student aware with the socio-cultural issues. This mode of learning had become very effective during COVID-19. The institute is well equipped and takes initiative in conducting the online courses efficiently. This mode enables to connect to the expert professional all over the globe. Online seminars, symposiums, guest lectures are periodically organized by the institute that provides easy access to multiple resources.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. An electoral literacy club is a platform to make the students aware of their voting rights and acquaint them with the registration and voting processes.
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?	Yes, students' co-ordinator and co-ordinating faculty members have been appointed by the College and the ELCs are functional. And ELCs are representative in Character.
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	The Institute conducts a number of activities to sensitize students and employees through activities like celebrating constitutional day, youth day, voter's awareness program and voter's registration drive for adopting the values, rights, duties and responsibilities of citizens. The constitutional day on 26th November is observed every year and a pledge is taken by all

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	students and staff members. The college has also recently formulated an Electoral Literacy Club (ELC) in which the institute conducts voter awareness programs. A poster design competition is organized and a special speech is delivered on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC, every year during the college's annual festival. This is followed by a walkathon.
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.	Following activities were undertaken in past few years to encourage students above 18 years A poster design competition is organized and a special speech is delivered on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC, every year during the college's annual festival. This is followed by a walkathon. Vote for Nation - Walkathon Race and Poster Design Competition -27/01/2019, 27/01/2021, 29/01/2022, 21/01/2023
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.	The ELC is evaluating the possibility of conducting a registration drive in the premises. Following activities were undertaken in past few years to encourage students above 18 years:- Vote for Nation - Walkathon Race-27/01/2019, 27/01/2021, 29/01/2022, 21/01/2023. More such activities will be undertaken by ELC set up this year, as well as the Institute to motivate the students to register themselves.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
779	776	760	797	836

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: 48

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	31	25	27	26

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
389.95	350.54	243.38	247.83	229.54

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

- Dr.Baliram Hiray College of Architecture is affiliated to Mumbai University and approved by the Council of Architecture. It is ISO 9001-2015 certified.

- Dr.Baliram Hiray College of Architecture provides UG program in Architecture i.e. B.Arch. and PG program in Project Management.

- As an affiliated institute the college follows the curriculum developed by the University for the Pattern 2017.

- The Institute has a well defined structured method for planning and delivery of curriculum.

Planning of Curriculum:

The Institute prepares its own academic calendar annually based on Mumbai university academic calendar and adheres to the same.

- The Institute follows the commencement and concluding dates for the semester as per academic year, set as per affiliated University academic calendar.

- Academic calendar also considers local and public holidays, events to be organised at institute level, Sports, Cultural events and In- semester examinations schedules.

- Teaching plans for each subject are being prepared by the subject faculty based on the University curriculum.

Delivery of Curriculum

Apart from the prescribed curriculum, the institute has strategized ways and means to strengthen the teaching-learning process in the following ways:

- Advance planning of academic activities and calendar in alignment with the academic calendar issued by the university.

- As stipulated by the university, adequate learning materials (resources) for students are provided by library facilities, which include journals, books, and the creation of a timetable that includes Value-

Added courses, seminars, workshops and guest lectures.

- Based on previous years' experience and performance, objective-driven teaching plan at the beginning of the semester, maintenance of files by all faculty members as per ISO format which contains teaching plan, attendance record, defaulter letters record on a monthly basis, which is also shared with students' parents for the betterment of students, leading to a better learning atmosphere and sustaining their performance and result ,new and innovative teaching techniques with an interactive lecture method to get the students actively involved in the teaching and learning processes with learner-centric techniques such as group discussion, site visits, case studies, projects, surveys etc.

- The institution organises events like Meraki,Talkfest and Technovation which feature guest lectures by experts of the field for students to gain knowledge.

- Periodical review by the academic coordinator and the principal of the portions covered by the faculty and also the student's attendance

- The institution follows a systematic examination process and also conducts timely evaluations.

- The feedback system of the college is in place and the feedback is taken on the curriculum from the stakeholders. The feedback taken is analysed and implemented by the faculty members

Evaluation

- The teaching learning process is evaluated through the Progressive assessment conducted by subject teachers at different stages subject wise.

- Semester end examination for theory subjects is conducted as per guidelines by the Mumbai University.

- Notices for all the events and examinations are circulated to the students through emails and pinned up on notice boards.

- The outcome of all assessments is shared with Students and displayed on notice boards.

- CO PO mapping is done for all internal examinations and submitted to the examination committee.

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- Advance planning of academic activities and calendar in alignment with the academic calendar issued by the university.

- As stipulated by the university, adequate learning materials (resources) for students are provided by library facilities, which include journals, books, and the creation of a timetable that includes Value-Added courses, seminars, workshops and guest lectures.

- Based on previous years' experience and performance, objective-driven teaching plan at the beginning of the semester, maintenance of files by all faculty members as per ISO format which contains teaching plan, attendance record, defaulter letters record on a monthly basis, which is also shared with students' parents for the betterment of students, leading to a better learning atmosphere and sustaining their performance and result ,new and innovative teaching techniques with an interactive lecture method to get the students actively involved in the teaching and learning processes with learner-centric techniques such as group discussion, site visits, case studies, projects, surveys etc.

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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: 10

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2 *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: 51.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
565	600	520	183	172

File Description	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:

- Dr. Baliram Hiray College of Architecture is affiliated with Mumbai University and approved by the Council of Architecture. It follows the ISO 9001-2015 certification and adheres to the Mumbai

University Academic Calendar.

- The institute raises students' awareness of important topics such as Professional Ethics, Gender, Human Values, and Environment and Sustainability, not only through the academic curriculum but also through events that are planned in accordance with the institute's academic calendar.

Professional Ethics

- Through subjects like Architectural design and Allied Design students acquire professional ethics including social responsibility, professional integrity, cooperation, and teamwork.

- Subjects like Architectural building construction & materials (ABCM), and theory of design and structures (TOS) focusing on structural materials and Indian Standard codes. It emphasizes professional ethics, safety, sustainability, and lifelong learning.

- The 4th year of Architecture Semester-07 and Semester-08 subject no BARC 710 Professional practice-01, BARC 810 Professional practice-02 & BARCT811-Professional training covers topics related to the Architects Act of 1972, Law, Professional Conduct, Professional Negligence, and Professional Liabilities.

- Students undergo training outside of the institute to improve and consolidate their Architectural Knowledge and submit a detailed report of their experience.

Gender Issues

- Institution makes sure that the subject like Architectural Design include sensitive issues of gender equity, inclusive design, user-centred design, and sensitivity to gender-specific requirements in the curriculum.

- To address gender-related challenges and develop inclusive and equitable design principles in different building typologies, the institution makes sure that students have the knowledge, skills, and ethical awareness needed.

Human Values

- Every student at the Dr. Baliram Hiray College of Architecture has moral character, takes responsibility for their work, and completes it honestly, which is seen in the Architectural design Projects from 1st to 4th year and Thesis in the 5th year.

- The subjects like AD theory and Humanities in the first three years of Architecture has been planned to offer a comprehensive education to architecture students by improving their understanding of human context, nurturing critical thinking, developing communication and presentation skills, fostering appreciation for art and culture, and addressing social considerations in architecture.

- These subjects contribute to the development of well-rounded architects who possess not only technical expertise but also a broader understanding of human needs, societal context, and ethical considerations in architecture.

Environment and Sustainability

- First year Architecture students explore natural environment-built relationship, sustainable development, renewable resources, water cycle management, and energy generation.

- The 2nd year of Architecture students learn about passive methods of environmental control, such as natural lighting, solar radiation, air flow patterns, and natural ventilation.

- The 3rd year of Architecture students learn landscape as an allied subject which emphasizes principles of sustainability, such as green infrastructure, biodiversity conservation, and climate resilience. It helps students understand how landscape design can create more sustainable built environments.

- The 5th year students are taught to study and understand sustainable building design processes, such as concepts of sustainable building, social, economic and environmental aspects, the Nation Building Code (NBC 2005), energy efficiency, water efficiency, wastewater management, material efficiency, solid waste management, and post occupancy evaluation.

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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: 18.61

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

Response: 145

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 95.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
182	196	141	140	180

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
182	196	180	140	180

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

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

Response: 85.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	56	36	46	65

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	76	47	46	65

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: 18.12

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:

Experiential Learning:

· Every semester, live case studies are conducted as part of the curriculum.

· Extensive time is dedicated to studying literature and data related to the case study.

· Each group comprehensively presents their study to the entire class under the supervision of faculty.

· In-depth study into the subject matter is encouraged through group-work.

· Field visits, model making, seminars, and guest lectures are organized for theoretical subjects.

· Students participate in educational study tours where they sketch and document various structures, subsequently presenting their findings to faculty, parents, and fellow students.

· Students engage in documenting heritage sites and temple complexes, which are then compiled into a comprehensive book or sheets.

· The learning process is designed to be student-centric, with faculty members acting as facilitators.

· Real-world issues and concerns are incorporated to provide interactive and experiential learning.

· Practicing professionals, such as jury members and visiting faculty, contribute to the students' learning journey.

Participative Learning:

· Periodic reviews are conducted by faculty for each student in the presence of the entire class.

· Group discussions, presentations foster participative learning.

· Teachers assist students in evaluating alternative solutions and arriving at a final decision.

· Study tours are educational expeditions where student group visit specific locations, documenting and sketching important structures for learning.

· One study tour every year is organized for students from different academic years, promoting knowledge transfer and enabling younger students to learn from older peers.

· Students engage in interactive workshops, role play, and guest lectures by experts.

Problem Solving:

· Students are encouraged to generate multiple alternative solutions during the initial phase.

· Different approaches and creative thinking are encouraged in problem-solving.

· Faculty members help in evaluating and selecting the best alternative solution(s).

· Synergy between multiple alternatives may be employed to arrive at a final solution.

· Reviews, juries, and seminars contribute to the problem-solving approach.

· The focus is on developing critical thinking and problem-solving skills in students.

· Internships provide real-world experiences and opportunities to apply theoretical knowledge in practical settings.

· Hands-on workshops offer valuable learning experiences that foster critical thinking and problem-solving abilities.

Use of ICT :

The content related to various subjects is primarily visual in nature requiring visual presentation in the class in order to impart proper information. Visual medium of teaching is adopted that includes powerpoint presentations, e-content, live-videos, technical papers in the form of PDF. E-books are most frequently used resources in class. Use of Google classroom, data bases and other modes of Technology are adopted to deploy the e-content by faculty. Use of AutoCAD, sketch up, Photoshop, 3DX Max, Adobe Premiere, Maya etc are quite common in the student's academic work. Classrooms are provided with Wifi facility which allows teachers to access the Internet during learning process as an ICT mode.Each teacher is provided with a dedicated seating arrangement with a laptop and has an Internet facility which they use for enhancing their skills of teaching and learning.

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File Description	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: 56.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	57	57	43	57

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

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

Response: 0.66

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

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

Continuous Evaluation:

- All studio subjects are reviewed periodically and progressive marking is carried out.

- Internal evaluation is conducted according to the norms prescribed by the University of Mumbai.

- Professionals participate in open juries to provide practice-oriented inputs.

- Subjective and objective assessments at different stages contribute to final marking. Individual assessment is done in the presence of students.

- Teachers discuss performance and offer suggestions.

- Evaluation considers assignments, group work, juries, reports, workshops/seminars.

- Attendance and performance contribute to final internal marking.

- E-Learning platforms enable skill and knowledge transfer.

- Content is delivered through various multimedia formats.

- Online assessments are conducted via e-learning platforms.

- Examinations cover major subjects in architecture

Evaluation Process:

- Students are informed about evaluation process and assessment criteria for each subject at the beginning of the academic year.

- Criteria sheets are provided for reference.

- Training programs familiarize new teachers with the evaluation process.

- Curriculum contents are followed by assignments, which are marked simultaneously..

- Marks are visible on notebooks, drawing sheets, and displayed in classrooms.

- Frequency of internal assessment varies for theory and studio/design subjects.

- Theory subjects are assessed after specific content coverage.

- Architectural design is assessed in stages, contributing to final evaluation.

- This system helps to monitor student progress and prevents last-minute submissions.

- Marks are communicated to parents of defaulters or absentees.

- Oral and visual presentation assessments follow well-defined criteria with jury members.

- Open jury system promotes transparency and knowledge sharing.

- Adherence to assessment time schedule prevents late submissions and ensures parity.

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

- Examination and assessment rules are published in a booklet and on the university website.

- An examination department comprising four staff members handles examination-related tasks.

- Head of the examination department communicates instructions and discusses forthcoming exams in faculty meetings.

- Students are provided information on how exams will be conductd and their queries are addressed.

- Exam administrator relays university messages and assists with online examination forms.

- Prompt communication of results and distribution of mark sheets.

- Results analysis identifies successful and failed students.

- Support is provided to students for revaluation and reappearing in exams.

- Complex cases are discussed with the Board of Studies for optimal solutions.

- A Grievances Cell handles evaluation-related grievances.

- Students can apply for photocopies of answer sheets and communicate grievances to the cell.

- The cell makes decisions based on the received information.

- A college counselor addresses psychological problems arising from evaluation grievances.

The institution adheres to the academic calendar for the conduct of CIE

- University announces academic year dates on its official website, www.mu.ac.in

- Academic calendar, including exam dates, is published.

- Teachers collaborate to create teaching plan aligned with the calendar.

- Plan includes submission and internal assessment schedule.

- Clashes in submission dates are resolved with student representatives.

- Schedule is communicated via email, mobile phones, and displayed in classrooms.

- Online submissions are implemented for certain subjects.

- Submissions close at specified time and date.

- No late submission policy maintains adherence to schedule.

- Frequency of CIE balances subject demands and academic calendar.

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File Description	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 University clearly defined learning outcomes for all academic programmes and courses of the study. They are instrumental in achieving the mission and objectives of the University. The College organizes orientation program for the first year undergraduate and postgraduate students in which the broad program objectives and courses are explained. The Learning outcomes are measurable and express clearly the knowledge, skills, and competencies that students are expected to acquire after completing their

programme of study. The faculty, library, labs, technology and pedagogy to be adopted for effective course delivery and student learning are determined in consonance with the learning outcomes to be achieved. The outcomes of every programmes/courses are assessed and measured at regular intervals through defined process by the respective teachers to identify the extent to which goals are accomplished. If any gaps are noticed after careful analysis, these are addressed through clear cut action plans in a scientific manner to maximize the learning of each and every student. The assessment of student learning outcomes is done by using direct and indirect measurement tools. Assessment methodology/tools are decided keeping in mind the parameters/learning outcomes to be measured as prescribed in the course curriculum. Architectural education is a methodological training in analysis, understanding and problem-solving in complex frame work of handling natural and man-made enviorments. The learning outcomes or the expected skills have a direct bearing on accomplishment in employment, global acceptance of higher studies, performance in competitions, etc. The course overview and expected skills for the programme is documented in the course curriculum.

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File Description	Document
Provide Link for Additional information	[View Document](#)

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

Response:

The College has a systematic process of collecting and evaluating data on programme and course learning outcomes and uses it to overcome the barriers to learning. The college uses data analysis, student feedback, and stakeholder inputs to identify areas for improvement and take appropriate actions. The College analyzes the performance data of students in the form of continuous assessment through different projects, field-study having required weightage. Depending upon course objectives, learning outcomes and

examination results are used as parameters to decide upon remedial steps and strategies for qualitative improvements. The College is enhancing student learning and evaluation by inducting new technologies such as the Information and Communication based Technologies, e-learning, virtual labs, e-governance and regular upgradation of the techniques to cater to the needs of the future requirements. The College has a methodically prescribed the assessment pattern with subdivision of internal assessment and end exam as evaluation criteria. The cumulative percentage of both is used as the base for calculation of student attainment. In addition to them, viva-voce, thesis, portfolios are other methods of measuring learning outcomes embedded in the syllabus. The assessment followed includes: Distribution of internal assessment and end-exam Examination is minimum 50% of the marks for each as a general pattern. In case of Thesis, Internship and Studio courses, the end exam is done through jury and viva-voce for the end semester evaluation and for theory subjects it is end exam. The internal assessment of all the subjects is done by means of assignments, quizzes, Juries, presentations, market surveys, field visits and case studies. In order to evaluate various outcomes during the semesters, assignments will be given in each subject to the students at the end of each module. The regularity of the student in the classroom while performing the task entrusted, and the quality of the final output will be the criteria to evaluate the student's skills. At the end of each semester, College or university conducts theory examinations on subjects as prescribed by the university. In the final semester, the students need to choose a topic and submit a thesis on it. In the 4th year they are to undergo internship in any of the reputed firms. Various components for continuous assessment are defined and used. The weightage of end semester examination varies from 50%-70%. Student feedback surveys are done to assess the effectiveness of teaching methodologies, curriculum design, and overall learning experience, thereby facilitating continuous improvement.

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File Description	Document
Provide Link for Additional information	[View Document](#)

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

Response: 95.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
158	131	171	131	139

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

2021-22	2020-21	2019-20	2018-19	2017-18
159	133	171	146	153

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)**

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

- The Institute was established in the year 1994 at its Mumbai - Bandra East Campus with a vision to impart comprehensive education, keeping abreast with the existing trends to make students sensitive towards sustainable development, socio-cultural aspirations and thus actively participate in creating a better world.

- The institute is constantly taking efforts to promote research activities and collaboration. Faculties are encouraged for the publication and participating in various national as well as international conferences.

- The institution encourages the students and faculties to take up the research activities in the academic set-up as well by introducing projects in semesters which will have a thorough research base before they take up actual design.

- The institution is taking an effort to establish a Design Innovation Centre in association with the affiliating University and has initiated the steps to establish the Incubation Center.

- The institution carries out extension activities with an active involvement of students and faculties. These activities are planned throughout the year and outside the college campus.

- This ensures students' sensitization towards community issues, gender disparities, social inequity etc. by inculcating values and a serious commitment to society.

- The institute is continually trying to create a research culture through various collaborations and the linkages. Industry based workshops and seminars are arranged for the students to make them aware about market study.

- By arranging talks and seminars of allied fields related to architecture, the institute takes the responsibility to broaden the vision of students by taking care of knowledge sharing from various other allied professions.

- The institute also believes in learning outside academics and the students are encouraged to participate in various design competitions held by industry and on different architectural platforms.

- A multidisciplinary approach towards learning and gaining knowledge is carried out by the institute by the formation of a dedicated research and design cell.

By establishing Hiray Research and Design Cell (H.R.D.C) the institute engages with professionals and experts which creates a dynamic learning environment that fosters creativity, encourages critical thinking, and prepares students for the modern, fast-changing world of architecture and related disciplines. H.R.D.C explores new avenues in the Architecture profession with the vigor of our faculties and experts associated with D.B.H.C.O.A. It has created a platform for our students to gain acute professional insights and encourages students of all years to participate in design competitions in addition to the academic design problems and undertake industry related projects.

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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: 48

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	7	7	9	16

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

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

Response: 0

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

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

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

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

Response: 0.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	0	1	3

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

3.4 Extension Activities

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

Response:

- The Institute was established in the year 1994 at its Mumbai - Bandra East Campus with a vision To impart comprehensive education and encourage students to actively participate in all extension activities institute plans.

- The institute aims at producing professionals who are deeply rooted with our community and are sensitive towards the Social & Cultural changes prevailing in our society.

- The Institute also encourages academic excellence and groom leaders who are not only thorough professionals but humans with values and empathy that can contribute to the overall development of the society.

- The institute undertakes various programs throughout the year which bring social and environmental sensitivity in the students. By dealing with current societal issues and environmental issues students understand the seriousness of the topics and in turn reflect this understanding in their design proposals.

- In extension activities the institute undertakes four types of community activities namely academic, civic, social and environmental.

- In Academic Extension Activities, students are encouraged to go in public, community to understand urban issues faced by a selected neighborhood. They get sensitized with the problems faced by the community, the current scenario of the neighborhood and prepare a report. In another activity students study a public building and a public space of their locality. They further analyze the built and unbuilt space on the parameters of Universal Design that is Design for All. This activity makes students sensitive towards the agenda of design for all age groups, genders and disabilities.

- Under Environmental Activities, the institute constantly makes students understand the concept of environment first by planning clean-up drives, plantation drives, waste collection drives at various places across mumbai.

- Students are made aware about their Civic Responsibility by arranging the blood donation camp each year in the institute. Students and faculties come forward in large numbers to donate blood. This creates the sense of belongingness towards the community service and thus uplifting the morale of the needy in the society.

- The institute very well understands its Social Responsibility and hence is always eager to plan social cause activities like Walk Through Their Hearts each year. In this activity, donations of essentials, like food supplies, clothes, books, stationary etc are given to the needy and neglected strata of the society. In addition to the donations, students and faculties also spend quality time engaging with the people at the centres by singing, dancing and interacting with them.

- All these extension activities taken by D.B.H.C.O.A throughout the year sensitizes students about social cause, environmental responsibility thereby ensuring the holistic development of students and society.

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File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response:

Seth G.M. Medical college and K.E.M Hospital

The institute undertakes blood donation camps each year as a part of Civic and Institute Social Responsibility. Every year the institute collaborates with a hospital in the city and invites it to the institute to extend our service of blood donation. In the year 2017, 2018 and 2019 the institute collaborated with Seth G.M Medical College and K.E.M Hospital for the blood donation camp. KEM i.e. KING EDWARD MEMORIAL HOSPITAL is a government hospital in Mumbai which is run by Municipal Corporation of Greater Mumbai (M.C.G.M). KEM Hospital Mumbai has been designated as one of the 8 Centres of Excellence for Rare Disease in India by the Ministry of Health and Family Welfare, Government of India. An overwhelming response from the students, staff and faculties was experienced and each one wholeheartedly fulfilled their responsibility towards the society. For the entire day the hospital staff was in the campus and the camp was arranged in the institute's auditorium with proper after care of the blood donors. In order to acknowledge the civic responsibility the institute was awarded with the certificate of appreciation by the K.E.M Hospital in all the three years.

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File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	2	2	3

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

3.5 Collaboration

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

Response: 26

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Facilities for academic infrastructure are stated as follows,

- Dr Baliram Hiray College of Architecture is situated at Government colony, Bandra, Mumbai. It is an independent institutional building having five floors with a total built up area of 4346.06 Sq.M. The building also has a hostel facility for students.

- The building has state of art infrastructure facilities consisting of studios, classrooms, library, computer laboratory, workshop spaces, auditorium hall, canteen, staff rooms and common rooms. In addition to this the institution has all the laboratories required for the architecture curriculum.

- Facilities like administrative department, accounts, exam department, staff rooms etc, are air conditioned and equipped with Wi-Fi and other IT infrastructure facilities.

- The institution has spacious studios for both undergraduate and postgraduate courses in architecture. The studios are equipped with drawing boards, studio chairs, overhead projectors, CCTV and WiFi connections.

- The college also has a computer laboratory with advanced workstations loaded with various software like autocad, revit, sketch-up etc.

- The building houses a 145 SQM large air conditioned auditorium hall with acoustic treatment and Audio visual facilities and comfortable seating.

- The college library has an area of 145 SQM and provides access to various resources and research material. It has over 5657 books which includes reference books, handbooks, architectural magazines, codes, volumes, thesis copies, research reports, journals, newsletters and NBC. Library is equipped with IT facilities and Wi-fi

- There are dedicated laboratory spaces for Surveying and levelling, Environmental studies, Building services along with the material museum that contains samples of all materials used in construction as well as interior projects.

- There is an outdoor construction yard of 200 SQM in the campus which serves as a space for workshops on different construction technologies and demonstration of modern practices in

architecture.

- The college has a wide entrance lobby cum waiting area, an air conditioned conference room with audio visual facilities and also a mini conference room.

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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: 3.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.3199	35.00	11.0288	0.905	3.459

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:

DBHCOA has a spacious library with good light ventilation and air conditioned seating arrangement. The library is located on the second floor of the building providing easy access to all the students and faculties. Good quality carpet flooring is provided which helps in sound insulation. The librarian counter and seating arrangements are well organised for effective space management. The library is also provided with male and female washrooms.

The library consists of around 5657 books, 6 international journals, 13 national journals and a reference

thesis section which comprises UG and PG students' thesis books. The above books comprises various reference books, handbooks, architectural magazines, codes, volumes, thesis copies, research reports, journals, newsletters and NBC. Library also has computers that provide access to digital E-books and articles available on the internet.

DBHCOA Library effectively uses the OPAC System which is the online public access catalogue which helps in connecting and exchanging information with a digital library system within campus. The software used is SLIM 21 for this purpose.

Following is the Introduction of OPAC system, information about the SLIM 21 software and its features.

OPAC SYSTEM

LIBRARY is defined as a place in which books, manuscripts, recordings, films, or reference materials are kept for private or public uses. Typically, a library must be able to handle some housekeeping information such as acquisition, interlibrary loan, cataloguing, circulation, serial management, statistical reports and references. A library management system software package is designed especially to handle such housekeeping tasks. The rapid growth of information technology adds some features to library management system software packages such as features to handle digital media, e-book, e-journals, online public access catalogue (OPAC), a feature to connect and exchange information with a digital library system.

SLIM 21 – Library Information Software

The abbreviation of SLIM is System for Library Information Management and 21 is the version name. SLIM21 is integrated, multi-user, multi-tasking library information software for the Windows environment. SLIM21 helps you catalogue books, films, sound recordings, drawings, clippings, articles, reports, letters, pamphlets, serials publications i.e. all those things that contain information so vital to your organisation. SLIM21 cataloguing adheres to popular international standards. Retrieval of the data is simple, fast and efficient. SLIM21 is designed and developed in modules to take care of complete functionality required for automating libraries. You can configure SLIM21 software for your library by selecting one or more of these standard and add-on modules. SLIM21 modules work on the same data from

Data Requirement for last five years: Upload a description of library with,

- Name of ILMS software: SLIM21:Software Library Information Management

- Nature of automation (fully or partially) : Partially

- Version : 10.0.15063 build15063

- Year of Automation : 2009

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Following is the Introduction of OPAC system, information about the SLIM 21 software and its features.

OPAC SYSTEM

LIBRARY is defined as a place in which books, manuscripts, recordings, films, or reference materials are kept for private or public uses. Typically, a library must be able to handle some housekeeping information such as acquisition, interlibrary loan, cataloguing, circulation, serial management, statistical reports and references. A library management system software package is designed especially to handle such housekeeping tasks. The rapid growth of information technology adds some features to library management system software packages such as features to handle digital media, e-book, e-journals, online public access catalogue (OPAC), a feature to connect and exchange information with a digital library system.

SLIM 21 – Library Information Software

The abbreviation of SLIM is System for Library Information Management and 21 is the version name. SLIM21 is integrated, multi-user, multi-tasking library information software for the Windows environment. SLIM21 helps you catalogue books, films, sound recordings, drawings, clippings, articles, reports, letters, pamphlets, serials publications i.e. all those things that contain information so vital to your organisation. SLIM21 cataloguing adheres to popular international standards. Retrieval of the data is simple, fast and efficient. SLIM21 is designed and developed in modules to take care of complete functionality required for automating libraries. You can configure SLIM21 software for your library by selecting one or more of these standard and add-on modules. SLIM21 modules work on the same data from

Data Requirement for last five years: Upload a description of library with,

- Name of ILMS software: SLIM21:Software Library Information Management

- Nature of automation (fully or partially) : Partially

- Version : 10.0.15063 build15063

- Year of Automation : 2009

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:

The institute has a state of the art computer lab located on the first floor which is fully air conditioned and has comfortable cushioned seats. The computer lab has 90 desktops with high speed internet connection from the dedicated server room. The computer lab is provided with projectors for presentations. The institute provides Wi-Fi facilities with appropriate bandwidth to all staff members and students with restricted access policy under a centralised firewall unit. All Desktop computers have 4 Gigabytes of RAM and Intel generation 5 processors which support smooth functioning of various architectural softwares like Autocad, Revit, Sketch-up which have high graphic processing requirements.

All the classrooms, studios, staff rooms, administrative spaces are equipped with Wi-Fi routers which are connected to separate lease lines. In addition to this students are provided with a separate laptop having the necessary configuration.

All the softwares and hardwares are upgraded periodically as per requirements.

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All the softwares and hardwares are upgraded periodically as per requirements.

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: 1.79

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

Response: 435

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: 79.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
308.122	285.585	208.268	187.3228	167.9396

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: 28.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
285	258	235	216	118

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: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

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

Response: B. 3 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](#)

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: 7.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	18	7	4

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

2021-22	2020-21	2019-20	2018-19	2017-18
168	146	170	138	176

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

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

Response: 6.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	14	17	4	4

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: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	0	0	6	5

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: 2.2

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

The bonds formed at the alma mater have always been strong among the alumni of the institution. In order to further consolidate this relationship, a formal Alumni Association was formed and registered under the Societies Registration Act, 1860 in July 2023.

Although there was no such formal Association earlier, the institute has been well connected with all our Alumni batches through Facebook, LinkedIn page and WhatsApp groups. We have group Emails being sent out batch wise for each event and update about the college and its activities.

The College also invites alumni to conduct Seminars, Courses & Workshops.

1. Pragya Sharma, Batch: 2012-2017 (Architectural Journalism)

2. Gayatri Shinde Batch: 2000-2005 (Rendering Workshop)

3. Amol Patil- Batch: 2004-2009 (Lettering & Calligraphy Workshop)

4. Bhavin Nagda, Batch: 2008-2013 (Parametric and 3D modelling)

5. Tanvi Borge, Batch: 2016-2021 (Rendering and Charcoal Workshop)

6. Anshul Sinha, Batch: 2003-2008 (Rendering Workshop)

7. Deepika Kalgutkar, Batch: 2006-2011 (Brick Workshop)

8. Anagha Naik, Batch: 2005-2010 (Vaastu Workshop)

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File Description	Document
Upload 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:

We, at Dr. Baliram Hiray College of Architecture (DBHCOA), a 29-year-old institution, are committed to "impart comprehensive education, keeping abreast with the existing trends to make students sensitive towards sustainable development, socio-cultural aspirations, and thus actively participate in creating a better world".

Mission :

In line with the institution's philosophy, at the Architecture Institute, our mission is to encourage academic excellence and independence of thought. Our endeavor is to support the career and personal development of the students. We are passionate about grooming leaders who are not only thorough professionals but also good human beings with values who can contribute to the overall development of society.

Quality Policy: To emphasize and inculcate a quality culture with responsive, reliable and transparent efforts through a combination of internal and external quality evaluation

Quality Objective: To fulfill the vision and mission of the institute in light of its quality policy. To develop a system for conscious, consistent, and catalytic action to improve the academic performance of the institution.

To promote a quality culture and the implementation of best practices. To implement a sustainable Quality Management System to enhance quality in education.

Responsibilities and Position:

There is the Management Committee of the Trust, College Development Committees of the College, IQAC, Core Committee consisting of the Principal and Senior Faculty, Head of Department, Design Chair and Professor, Associate Professor, and Assistant Professor. For equal stake and opportunity in the development of the institute, we also have a rotational policy for class teachers.

ISO:

The institute implemented ISO 9001:2008 since 2009 which is further upgraded to ISO 9001:2015 in the year 2018. It is an international standard for quality management systems (QMS) developed by the International Organization for Standardization (ISO). It provides a framework for organization to establish, implement, maintain, and continuiously improve it's quality management systems.

The ISO 9001:2015 standard follows a process approach to quality management, focusing on meeting

customer requirements, enhancing customer satisfaction, and achieving continual improvement. It has set out criteria for organization to demonstrate ability to consistently provide products and services that meet customer and regulatory requirements.

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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:

To foster a healthy learning environment, the governing body has developed and promulgated a comprehensive set of college policies and procedures. These are published and also displayed on the college website.

The overall planning for the development of the Institution is done by the core Committee and executed by the Principal with a team of Teaching and Non-Teaching staff.

Management approves the annual budget and financial statements and finalizes procedures for academic growth and the overall development of the college. To execute the various policies, statutory and non-statutory teams and committees are constituted. Statutory Bodies like the IQAC, Internal Complaints Cell are composed of College staff. Committees, Cells, and associations comprising of staff & students focus on specific areas and activities in the College.

The objectives are clearly defined.

Departments and independent committees look into curricular, co-curricular, extra-curricular and extension activities. The job roles of all officials are clearly defined and given during appointment. The Administrative staff and Support staff report to the Office Superintendent who directly reports to the Principal.

College administration looks into admission, enrolment, examination and other miscellaneous work related to administration. IQAC prepares the academic calendar aligned with University timeline. Time table committee prepares the teaching time table, examinations are overseen by examination committee. Regular meetings of staff are conducted to review the regular functioning of the college, execution of policy decisions taken and its monitoring.

Class mentors are assigned to each class to ensure discipline, regularity of attendance, academic progress of students, mentoring and counselling of students. There is a robust feedback system and a grievance redressal mechanism for both staff and students. Recruitment of teaching and non-teaching staff is done strictly as per guidelines given by University of Mumbai.

Teaching and non-teaching staff are governed by service rules of DBHCOA. The placement cell of college organises campus placement for students Management encourages the bottom-up approach in planning and execution of various activities. Power delegation and decentralization of authority ensure effective

functioning in the Institution.

Administrative setup and functions

Service rules- service rules are followed as per the management rule book for teaching and non-teaching staff. The teaching staff is appointed through a selection committee consisting of core committees, at least one member of management is appointed by Mumbai University/COA norms, and pay scales are as per the norms. For the appointment of non-teaching staff, provisions given in management's service rule book are followed.

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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](#)

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:

DBHCOA has effective welfare measures in place for its teaching and non-teaching staff. The various welfare schemes are as follows:

1.Maternity benefits

Maternity leave for 3 months with salary for teaching and nonteaching staff members.

2. Medical leave

10 days of sick leaves per year are provided for major injuries or illnesses.

3. Psychological counseling

4. 24-hour power back-up

5. Wi-Fi facility

6. Workspace

7. Computing facility

8. Cafeteria

9. Identity cards

10. Provident fund

All regular employees of the Institute are entitled to the Employees' Provident Fund Scheme under the provisions of the Employees' Provident Fund and Misc. Provisions Act, 1952, and the related pension scheme of 1995, provided they have completed their probation period successfully.

11. Compensatory leave

Staff pursuing higher studies are allowed to avail study leave to carry out their examinations as well as any outdoor duty work that is categorized under Compensatory leave.

12. Uniform for supporting staff

Uniforms are provided for supporting staff.

13. Gratuity

Performance appraisals are currently based on feedback systems. The self-appraisal form has been modified and designed to suit architectural courses.

The institute currently has a feedback system for all faculties, teaching, and non-teaching, which is filled out online by the faculties. Verbal feedback is also taken from the co-faculty and supporting staff. The feedback reports are seen and forwarded to the respective teachers/administration staff, and some critical cases are discussed by the IQAC with the individual faculty for further action. In case of need, the cases are referred to the principal for further discussion and counseling. Changes are made in the portfolios and the subjects of that faculty based on the feedback.

The faculty is judged under 4 heads - Teaching-Learning performance, their contribution to academic and/or administrative portfolios allotted, research, and self-development. There are committees set up for each of the heads, which consist of an IQAC member and an external expert, as well as senior faculty on the panel, to evaluate the faculty's development and contribution every year. Faculty are conveyed their evaluation report and are suggested ways of improving their performance under various heads, by the panel of experts.

For increments in salary, the faculty submits a self-appraisal report talking about their self-development in terms of research papers, workshops conducted, conferences attended, QIP worked and attended, books/articles published, etc; contribution to college development, and other achievements; based on which the core committee and college management take decisions related to increments.

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File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 0

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

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

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

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

Response: 23.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	4	9	8	2

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

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

20-07-2023 02:13:25

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

6.4 Financial Management and Resource Mobilization

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

Response:

The funds are mobilized through tuition fees. while the internal audit is a division under management. This department does internal audits frequently, typically twice a year. The management-appointed Chartered Accountant, M/S Anil G. Gandhi, performs the statutory audit as required by law.

The final statutory audit was completed in September 2022. Since the majority of the inquiries were answered throughout the audit period, there were no significant objections at that level.

The management team conducted an internal audit once in October 2021 and finished it in March 2022 for the financial years 2021–2022. The team of three included two audit officers under the leadership of Prakash Shewale. The audit queries were answered during the audit, and correction entries were made. Internal audit has defined an efficient system for audit and accounting, and with the team from the accounts department, it is continually improved based on audit observations. A copy of the audit report is included here for your reference after a later statutory audit was conducted. M/S Anil G. Gandhi, Chartered Accountants, of Mumbai, performed the statutory audit. For the past five years, the auditor has delivered a clear report.

Institutional Strategies and resource mobilization

- Before the start of the financial year, management and the parent body began allocating budget funds under numerous headings.

- The budget heads have already been established.

- Different heads are defined in accordance with diverse activities such as seminars, study trips, gatherings and send-offs, student activities, and establishment costs. The management has already defined some goals.

- The management handles the majority of the purchasing at the central level. All purchases, including those for stationary, permanent assets, travel, etc., are made precisely in accordance with the management's stated purchasing method.

- The accounts department receives requests for various expenses, which the Core Committee and the head in charge approve in various meetings based on need and urgency before submitting the requests to management for approval.

- Spending is done based on the remaining budget for each head, is permitted within the budget cap, and is not permitted to go over without management's approval.

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The final statutory audit was completed in September 2022. Since the majority of the inquiries were answered throughout the audit period, there were no significant objections at that level.

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Institutional Strategies and resource mobilization

- Before the start of the financial year, management and the parent body began allocating budget funds under numerous headings.

- The budget heads have already been established.

- Different heads are defined in accordance with diverse activities such as seminars, study trips, gatherings and send-offs, student activities, and establishment costs. The management has already defined some goals.

- The management handles the majority of the purchasing at the central level. All purchases, including those for stationary, permanent assets, travel, etc., are made precisely in accordance with the management's stated purchasing method.

- The accounts department receives requests for various expenses, which the Core Committee and the head in charge approve in various meetings based on need and urgency before submitting the requests to management for approval.

- Spending is done based on the remaining budget for each head, is permitted within the budget cap,

and is not permitted to go over without management's approval.

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:

We have updated ISO 9001:2015 since 2009. It is an international standard for quality management systems (QMS) developed by the International Organization for Standardization (ISO). It provides a framework for organization to establish, implement, maintain, and continually by improving their quality management systems.

The ISO 9001:2015 standard follows a process approach to quality management, focusing on meeting customer requirements, enhancing customer satisfaction, and achieving continual improvement. It has set out criteria for organization to demonstrate ability to consistently provide products and services that meet customer and regulatory requirements.

IQAC was formed recently, on June 15, 2021. The committee comprises members of the College Development Committee, who are management representatives. It also includes faculty members who are coordinators of various departments like B.Arch and M.Arch (Project Management). The committee also includes parent representatives, alumni of the institution, student representatives, and specialists from the building sector such as architects, engineers, interior designers, etc. Due to the committee's recent formation, an evaluation of the teaching and learning process, organizational structures and methods, and learning outcomes is currently being undertaken.

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Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Our institution is a co-ed institution and respects all genders. Banners and posters are put up at places which promote gender equity. The curriculum inculcates various design programs which promotes gender equity. Design briefs are formed in such a way that the outcome is sensitive towards gender equality. In 3rd year, semester 6 students are made aware about Universal Design. Submissions such as 'Universal design, an analysis of Public Spaces' are introduced. Students are mentored to be more aware towards every user of society through design programs.

Indian Institute of Architects organizes lecture series on Women in Architecture to enlighten students about the role of women in architecture.

Safety and security of the campus is closely monitored through CCTV cameras installed at all important locations such as, staircases, passages, entry exits, etc. The college campus is guarded by security guards at the entrance. Security guards maintain a register of visitors with necessary information such as name, address and mobile no.Our institute has one female security guard at the entrance.

The college provides different committees for all women to address various issues such as 'Mahila Takrar committee', 'Grievance Redressal Committee' and 'Anti-ragging committee'. Student council is formed every year for smooth coordination of students with faculties.

DBHCoA looks after the wellbeing of students and faculties. Counselor is appointed in the college for students as well as faculties to tackle different work pressures, time management, family concerns. Counselor is scheduled for the appointment for students/ faculties on a particular day at a particular time. A room is allocated to the counselor for interaction and all the records are kept confidential. The counseling service offers solutions for specific problems in a satisfying manner.

Girls' common room is provided in the college which is equipped with a desktop and wifi connectivity, a changing room and toilet facility with sanitary pad dispenser.

The college promotes women empowerment by appointing more female faculties.

The institution has inhouse boy's hotel facility which accommodates 32 students. Recreational area is also provided in the hostel. A warden is appointed for safety and security for students staying in the hostel.

Gender Audit:

Institute underwent audit on 12-03-2022. Certificate for the same was awarded on 12-03-2022.

Our institution is a co-ed institution and respects all genders. Banners and posters are put up at places

which promote gender equity. The curriculum inculcates various design programs which promotes gender equity. Design briefs are formed in such a way that the outcome is sensitive towards gender equality. In 3rd year, semester 6 students are made aware about Universal Design. Submissions such as 'Universal design, an analysis of Public Spaces' are introduced. Students are mentored to be more aware towards every user of society through design programs.

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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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

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

Response: A. All of the above

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

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

citizens (Within 500 words)

Response:

The 29- year old institute has witnessed and nurtured cultural, regional, linguistic and socio-economic diversities in students and as well as in teaching and non teaching staff members. Students and faculties are from different regions of India which are part of this institute. As we are an architectural institute our curriculum itself has diversity in terms of style, type and locational diversity.

Syllabus overview:

Throughout the academic curriculum, students learn different aspects of cultural and socio-economic development in architecture. From the first year there are multiple opportunities, where students discover and learn about our own nation and also the world outside. The courses offered in the curriculum like 'Introduction to architecture', 'Humanities', 'Environmental Studies', 'History of Architecture', and 'Landscape Architecture' etc directly introduce them to the various geographic locations, cultures and people. Allied design exercise aims towards the-laying of different layers of society and then overlapping them to understand functioning of the same.

Study Tour:

Every year study tours are organized to understand history, its impact on social fabric, and development over the period of time. Each year students along with faculty travel to one geographically different destination to experience the regional and diversities.

The purpose of conducting such events is to create a sense of harmony among students. Independence Day, Republic Day, Annual Function-Tarash which includes Cultural Day are the events which are celebrated in the institute to develop consciousness in students about tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

The opportunity to learn about our nation's small settlements, villages, towns, cities, and megacities from the first year to the last year is provided by the settlement studies. The villages, which constitute a country's true identity, are brought to the pupils' attention. Sites for design projects are occasionally picked in the neighborhood to help students comprehend the local context. Any region's architecture is a reflection of its inhabitants, culture, and way of life, hence the students and faculty of the institute have visited even the most remote regions of the country on several occasions, as well as important locations around the world. Students received education necessary to work towards urbanization and are aware of its difficulties and dangers as we encourage them to participate in different rural workshops and City Walks conducted. Educating architects about their social and national responsibilities, College has always taken unique steps in guiding the students towards this perspective. College invites distinguished speakers whose notable achievements towards nation excite the students. The topics for their final year theses show how they connected their field to the concerns of the country at the time. Every project's design has always been influenced by its cultural, geographical, and social setting, teaching students about their civic duty and social responsibility, by way of extracurricular activities. Students participate in blood donation drives, work for the Swachh Bharat Abhiyan, Tree Plantation drive, participate in beach clean-up activities, donate funds for social cause through our programme-Walk through their hearts, etc.

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File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

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

Response:

1. Title of the Practice:

ISO 9001:2015 Implementation

Quality Policy set for the Institution

2. Objectives of the Practice

- Better Management
- Standardization of forms
- Systematic Maintenance of Record
- Better data management
- Quality Assurance
- Smooth coordination at all levels.
- Continual improvement in efficiency
- Satisfaction of the user (Students, Parents)

3. The Context

International Organization for Standardization (ISO) is a worldwide federation of national standard bodies. The objective of ISO is 'Facilitation of international coordination and unification of industrial standards. Unlike product certification, ISO aims at 'system certification'.

Bureau of Indian Standards, New Delhi represents our country at ISO level.

4. The Practice and evidence of success

QMS principles:

- The quality management principles are described in ISO 9001 standards.
- It describes a statement for each principle, a rationale of why the principle is important, benefits associated with principle and actions needed to improve performance.
- 7 QMS principles are:

1. Customer focus
2. Leadership
3. Engagement of people
4. Process approach
5. Improvement
6. Evidence- based decision making

7. Relationship management

- Process approach and risk based thinking

1. The Process based approach in QMS

- Consistency in understanding and meeting requirements
- Adding value
- Effective performance
- Improvement through evaluation of data and information.

ISO 9001: 2015: Fundamental concepts, principles and vocabulary for QMS standards.

· Two training programmes are conducted by the institute and team ISO of staff for certification as Internal Auditor.

· Minutes of the meeting are noted in the MRC meeting which is conducted after every internal and external audit.

· Remarks are given under "root cause analysis" on the "Internal Quality Audit Corrective Action Plan" and proposed completion date is given to corrective action.

· Documents reference number is updated in the master copy in case of changes.

· Visitor's logbook is maintained showing attendees records for the meeting and training programmes.

5. Problems Encountered and Resources required

During early years of ISO implementation, very few faculties were trained for documentation of ISO. Hence implementation was difficult. In later stages, the institute arranged training programmes for faculties. College is well equipped with a large number of ISO internal auditors for smooth functioning of quality management.

6. Motivation

College received ISO 9001:2008 certification in the year 2009, it was renewed successfully every year.

In October 2018, it successfully completed the transition procedure as per ISO 9001:2015. ISO 9001:2015 is 4 th

revision which is identical with the total quality management system aiming at improvement in total quality.

This motivates fresh educators to compile and produce work more effectively.

Due to ISO documentation, work is carried out systematically which helps us in:

- Identifying risks and opportunities.
- Recurring problems get solved and make working easier.
- It improves the performance of staff.
- Monitoring, analyzing, controlling and evaluating have become easier and convenient.

7. Notes:

By achieving 9001-2015 certification, institute enhanced the educational system. It intensified the reputation of institution. Institute achieved perfection in documentation of various records and produced when needed. The availability of data without errors made the current education system more accessible. It has helped us to brand our institution post ISO practice.

Best Practices II:

B)

1. Title of the Practice:

Heritage Documentation at different locations.

2. Objectives of the Practice

- Spatial experience
- Introduction to documentation process
- Improvement in presentation skills
- To increase student awareness about built and unbuilt heritage
- Engaging students in interaction with neighborhood and surrounding
- New opportunities for students

3. The Context

Cultural heritage refers to tangible and intangible manifestations of our history charting human evolution. Cultural heritage refers to monuments, groups of buildings and sites of heritage value, constituting the historic and built environment.

Documentation is a process of compilation or capturing of information, both graphics and written records, that explains and illustrates the physical configuration and condition of a historic building, site structure or object.

4. The Practice and evidence of success

Architectural course is a process of learning from the past, observing, studying and implementing different details, spaces, experiences from historic and heritage buildings. Institute imparts learning from the past by promoting documentation of heritage structures. INTACH every year organizes a competition for documentation of undocumented. In 2016, students visited a Laxmi narayan temple,Walawal, Malvan, at the Southern part of Konkan, Maharashtra. They studied the temple thoroughly and documented the same. Institute secured an **Excellence Award** for the documentation of this temple in 2016. It further led to the book publication 'Preserving Patterns' in 2016. Recently 'Preserving Patterns' received an ISBN number.

In 2017 a team of students and faculties did documentation of Rajawada and temple of Pantapratinidhi in Aundh, Satara.

In 2018, a temple complex around the crater of Lonar was documented. INTACH announced a competition in 2018 in which students participated. Further it led to book publication 'Divine Waters' by our institute.

5. Problems Encountered and Resources required

Scheduling documentation includes, taking permissions, taking measurements of each part of built and unbuilt form, etc. Every step takes time and that may delay the entire process of documentation.

6. Motivation:

Students are engaged in every stage of the documentation process, such as, selection of site, research of site location, taking permissions from authorities. Overall development is observed in students.

7. Notes:

Site for heritage study is finalized with different layers of research. Comparative analysis is done for the shortlisted sites. Core team makes a schedule for documentation. Poster and notice is prepared and displayed in college. Interested students approach the core team. After final site selection students approach specific authorities for permission to enter and document the selected site, finalize the accommodation units during the stay of documentation.

Documentation helps students understand the spatial experience of the site with surroundings. Understanding the history of architecture plays an important role.

The process of documentation of heritage structures made students aware about their ethnicity and a sense of community. The students got an opportunity to understand the historical and the geographical nature of different regions from their own state. Conservation of heritage buildings is very important because it provides a sense of identity and continuity in a fast changing world for future generations.

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2. Objectives of the Practice

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- Recurring problems get solved and make working easier.
- It improves the performance of staff.
- Monitoring, analyzing, controlling and evaluating have become easier and convenient.

7. Notes:

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4. The Practice and evidence of success

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6. Motivation:

Students are engaged in every stage of the documentation process, such as, selection of site, research of site location, taking permissions from authorities. Overall development is observed in students.

7. Notes:

Site for heritage study is finalized with different layers of research. Comparative analysis is done for the shortlisted sites. Core team makes a schedule for documentation. Poster and notice is prepared and displayed in college. Interested students approach the core team. After final site selection students approach specific authorities for permission to enter and document the selected site, finalize the accommodation units during the stay of documentation.

Documentation helps students understand the spatial experience of the site with surroundings. Understanding the history of architecture plays an important role.

The process of documentation of heritage structures made students aware about their ethnicity and a sense of community. The students got an opportunity to understand the historical and the geographical nature of different regions from their own state. Conservation of heritage buildings is very important because it provides a sense of identity and continuity in a fast changing world for future generations.

File Description	Document
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:

Institution distinctiveness:

At DBHCOA, we enable our students with pedagogy that is advantageous to both them and the teachers, so empowering them.

We empower students to make decisions and assist them in honing their curriculum related abilities. We inculcate diverse programmes, seminars, workshops and study tours for the students to explore.

A variety of seminars or workshops are held to help students strengthen their various talents. The tasks are created so that students are exposed to diverse presentation styles and model-making techniques. Different workshops on rendering skills are conducted so that students can get a better knowledge of it.

We support the use of skilful technology in the classrooms and Studios. With the increasing use of computer-aided design and building information modeling in the industry, our institution has adapted the curriculum to include courses on these topics. Students are taught new softwares skills at a very early stage of Architectural Education. The computer lab infrastructure is upgraded to match the requirements of the evolving technology. This has ensured that students are well-equipped to work with the latest technology, making them more competitive.

We have strong internet access, and the classroom is equipped with new technology. Additionally, all curriculum-related books, periodicals, and online materials are available at any time in our library.

We provide the student with a platform through which they may express their thoughts and showcase their abilities, also encourage students to participate in different competitions to boost their confidence.

1. Various academic, co-curricular, and extracurricular activities are conducted at DBHCOA for the student's overall growth.

2. The goal of these programmes, like MERAKI, Talkfest, Technovation, is to encourage students to pursue careers in architecture by bringing in luminaries from the profession as guest lecturers.

Meraki is a collaborative effort launched by the Dr. Baliram Hiray College of Architecture to provide a forum for interaction amongst students and experts in the field of architecture to exchange ideas.

3. As a part of   Curriculum: Student work exhibition, Workshops, Seminars, Study Tours, Viva and presentations are conducted. Also attempts are made to make different college project lectures inclusive by collaborating with different organizations like College Projects Studio in collaboration with Mumbai March. We also celebrate founders day as PRERNA DIN, wherein students showcase their study tour documentation.

4. For Co-curricular activities participating in design contests, prestigious competitions like FOAID, attending NASA (National Association of Students of Architecture) conventions and competitions, competing in quizzes, and finishing heritage documentation, among others. Also encouraging participation of students for Projects in association with I.N.S Hamla.

5. Extracurricular: involvement in extracurricular activities including sports, theater, and entertainment programs during college cultural fest- TARASH.

Every year, study excursions are organized in accordance with the Syllabus's context statements for the corresponding B Arch Course years, in different parts of India. Students participate in case studies, examine rural and urban communities, and measure structures and monuments to create accurate drawings on these research visits. During this procedure, students hone their communication abilities by conversing with locals to learn about the culture of the area. They get knowledge about the effects of the local climate, socioeconomics, and culture on the buildings.

Students at DBHCOA are inspired and encouraged to be good architects and better citizens of India by putting all these tactics listed above into practice. It encourages students to approach all facets of their design and architectural careers critically and creatively. Thus, the mission of DBHCOA is being attempted to be realized via instructors' ongoing academic efforts and students' tenacious acquisition of knowledge.

By including hands-on experience, we introduce students to the diversity of worldwide cultural practices and architectural styles through different seminars, workshops. We also encourage competitive spirit in them by encouraging them to participate in different competitions, like wall painting competitions, architecture competitions like FOAID, debate competitions etc. INS HAMLA has called out architecture students to participate in their wall painting competition by sending in their entries. And the winner will get an opportunity to paint the walls of the organization's building. Students from our institution got selected in this competition and bagged an opportunity to showcase their art. Similarly for an architecture competition like FOAID, students stood 2nd in India as Diamond Winners out of so many entries by presenting their talent right from the unique concept that they came up with until the final model presented.

Our institute organizes different seminars like Talkfest, Guest lectures, like Technovation, Meraki, and invites students from different architectural colleges so that they can be a part of the event. Posters, invites are posted on different social media platforms and also students are sent with invites and posters to

different colleges.

The biggest challenge in organizing these events was post-covid, because students were less exposed to the world due to lockdown and online sessions, and it took them a long time and effort to acclimatize to the new normal. They had never interacted with professors, classmates, or students from other architectural colleges before. Additionally, after COVID, finding funding through sponsorships and other means was difficult because the entire world experienced a severe economic downturn. In order to overcome this, management assisted by providing finances so that the events could be carried out successfully and students could receive all the exposure they needed to grow interested in architecture.

Students develop leadership quality by organizing and conducting events held by the Institute throughout the academic year. Students also gain knowledge about communication and coordination with various stakeholders. This also marks progress in totality apart from regular curriculum.

Institution distinctiveness:

At DBHCOA, we enable our students with pedagogy that is advantageous to both them and the teachers, so empowering them.

We empower students to make decisions and assist them in honing their curriculum related abilities. We inculcate diverse programmes, seminars, workshops and study tours for the students to explore.

A variety of seminars or workshops are held to help students strengthen their various talents. The tasks are created so that students are exposed to diverse presentation styles and model-making techniques. Different workshops on rendering skills are conducted so that students can get a better knowledge of it.

We support the use of skilful technology in the classrooms and Studios. With the increasing use of computer-aided design and building information modeling in the industry, our institution has adapted the curriculum to include courses on these topics. Students are taught new softwares skills at a very early stage of Architectural Education. The computer lab infrastructure is upgraded to match the requirements of the evolving technology. This has ensured that students are well-equipped to work with the latest technology, making them more competitive.

We have strong internet access, and the classroom is equipped with new technology. Additionally, all curriculum-related books, periodicals, and online materials are available at any time in our library.

We provide the student with a platform through which they may express their thoughts and showcase their abilities, also encourage students to participate in different competitions to boost their confidence.

1. Various academic, co-curricular, and extracurricular activities are conducted at DBHCOA for the student's overall growth.

2.The goal of these programmes, like MERAKI, Talkfest, Technovation, is to encourage students to pursue careers in architecture by bringing in luminaries from the profession as guest lecturers.

Meraki is a collaborative effort launched by the Dr. Baliram Hiray College of Architecture to provide a forum for interaction amongst students and experts in the field of architecture to exchange ideas.

3.As a part of Curriculum: Student work exhibition, Workshops, Seminars, Study Tours, Viva and presentations are conducted. Also attempts are made to make different college project lectures inclusive by collaborating with different organizations like College Projects Studio in collaboration with Mumbai March. We also celebrate founders day as PRERNA DIN, wherein students showcase their study tour documentation.

4. For Co-curricular activities participating in design contests, prestigious competitions like FOAID, attending NASA (National Association of Students of Architecture) conventions and competitions, competing in quizzes, and finishing heritage documentation, among others. Also encouraging participation of students for Projects in association with I.N.S Hamla.

5.Extracurricular: involvement in extracurricular activities including sports, theater, and entertainment programs during college cultural fest- TARASH.

Every year, study excursions are organized in accordance with the Syllabus's context statements for the corresponding B Arch Course years, in different parts of India. Students participate in case studies, examine rural and urban communities, and measure structures and monuments to create accurate drawings on these research visits. During this procedure, students hone their communication abilities by conversing with locals to learn about the culture of the area. They get knowledge about the effects of the local climate, socioeconomics, and culture on the buildings.

Students at DBHCOA are inspired and encouraged to be good architects and better citizens of India by putting all these tactics listed above into practice. It encourages students to approach all facets of their design and architectural careers critically and creatively. Thus, the mission of DBHCOA is being attempted to be realized via instructors' ongoing academic efforts and students' tenacious acquisition of knowledge.

By including hands-on experience, we introduce students to the diversity of worldwide cultural practices and architectural styles through different seminars, workshops. We also encourage competitive spirit in them by encouraging them to participate in different competitions, like wall painting competitions, architecture competitions like FOAID, debate competitions etc. INS HAMLA has called out architecture students to participate in their wall painting competition by sending in their entries. And the winner will get an opportunity to paint the walls of the organization's building. Students from our institution got selected in this competition and bagged an opportunity to showcase their art. Similarly for an architecture competition like FOAID, students stood 2nd in India as Diamond Winners out of so many entries by presenting their talent right from the unique concept that they came up with until the final model presented.

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File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

To provide for research in Architecture , Project Management Urban design,and other allied disciplines of Architecture.

To align the thought process with a sense of social responsibility and environment protection, amongst the students, so that they become aware of the needs of the society and create habitats that are sustainable and promote a sense of community.

To motivate and train the students in generating design solutions at par with the International trends following the ideology of Think Global Act Local.

To equip the students with the technical breakthroughs across the globe.

Concluding Remarks :

DBHCOA has evolved to be an institute with its major focus on imparting qualitiy education, synchronized with the contemporary trends in terms of design and construction techniques. The Institute aspires to motivate the young generation to become sensitive towards the needs of the society and utilize their creativity to achieve sustainable solutions.

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