



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PILLAI COLLEGE OF ARCHITECTURE

**PILLAI COLLEGE OF ARCHITECTURE, DR.K.M.VASUDEVAN PILLAI
CAMPUS,SECTOR-16,NEW PANVEL-410206**

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About the Trust

The **Mahatma Education Society**, one of the leading institutions for quality education, founded in the year 1970, with the great vision 'Education for All', MES has a commitment to contribute in the development and progress of the Indian society. Having completed more than 50 years in the field of education, MES is a pioneer in establishing and managing more than 48 institutions in various streams of education (Schools, Colleges of Arts, Science and Commerce, Teacher Education, Architecture, Management, Engineering, and other areas) at almost all levels. MES recognizes that the sharing of knowledge remains the finest manifestation of a unified world. The Pillai Group of Institutions believes that a more informed India is a stronger India.

About the Institution

Pillai College of Architecture (PiCA) is one of the pioneering Architecture School – Established in 1992 as a self-financed Malayalam Linguistic Minority Institute affiliated to University of Mumbai, approved by Council of Architecture and Recognised by Govt. of Maharashtra. The college is recognized by UGC under section 12(b) and 2(f). The name of the institute was changed as Pillai College of Architecture in the year 2015. The programs offered are Bachelor of Architecture, Master of Architecture in Urban Design and PiCA is a pioneer and only institute, providing Ph.D. degree in architecture in Mumbai University colleges. The brand name of MES and the proactive steps taken by the institute for providing quality education made PiCA as a leader in architecture education under University of Mumbai. PiCA is known for its quality education, infrastructure, value added courses, job oriented training programs, project based learning and the Festival of Joy- ALEGRIA.

Location

PiCA is at a strategic location of New Panvel that serves a larger area of Raigad District, Thane and Navi Mumbai providing opportunity to architecture education. It is within 750 meters, walking distance from Panvel railway station and well connected by road with various public transport facilities such as state transport, NMMT, KDMT and TMT.

Vision

To have a transformative impact on society by ensuring comprehensive architectural and spatial education to all aspiring individuals and contribute meaningfully to the society in shaping socio-cultural aspirations.

Mission

To establish institution of architectural excellence that advance education at both global and grass-root level needs, research, innovation, entrepreneurship, sports and impart a sense of social responsibility.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Pillai College of Architecture runs the only Ph.D. program under Mumbai University and the only M. Arch. program in Urban Design in Navi Mumbai Region under Mumbai University. The college is a part of Group of institutions where there are few shared Infrastructures, the scenario assures optimal utilization of these infrastructural amenities. The campus of Pillai College of Architecture is well planned with Green Infrastructure. The infrastructural amenities include well equipped Building Construction, Building Services, Surveying, Environmental, Research, Computer Laboratories. In addition to this, Library + e-Library, Auditorium, Machine shop Workshop, Model Making Workshop & Carpentry Workshop. The institute also has a subscription of full package of Google with unlimited storage space for students as well as faculty members. The structure is barrier free. Specialized facilities such as ICT, UXO Laboratory etc. The educational curriculum has streamlined educational approach. Various Innovative teaching-learning methods such as Learning by Doing, Learning from Senior's work, Participation of Design Competitions, on-site learning, etc. Kinesthesia is an event as a series of Educating Workshops. At Pillai College of Architecture, faculties are encouraged and supported for further education. For past 5 years, per year we had a good number of Ph.D. Professors. The institute bi-annually publishes Tekton Research Journal which is scholarly, refereed journal. It caters to the subjects of Architecture, Urban Design, Urban Planning and Built environment. In addition to this, the institute also publishes VOX annual magazine and PiCAGram as E-Magazine. There are various faculty publications as Conference publications, Books, Journals, Research Papers/ Articles. To find opportunities to improve upon the course curriculum, Pillai College of Architecture has an efficient Internal Quality Assurance. With these same energies, to improve upon extra-curricular activities, the institute's committees run effectively throughout the year. When it comes to be a part of outreach activities, our faculties are on the Board of Studies of various other institutes and a part of PMC department as well. In addition to the same, faculties and students are working towards institutional consultancy and institutional research project.

Institutional Weakness

Pillai College of Architecture need to make additional efforts to search for niches to value addition to the programs. Due to time crunch from various diversified institutional activities, the students get insufficient time for competition participations. The Placements from the institute are of various ranges. The firms associated with us for the same are lacking in providing sufficient opportunities for all students. So, we are trying to look for more opportunities in future. There are as well few communication issues regarding placement record keeping which we are trying to resolve via a streamline process. Architecture as an educational field adds-on expenses as a part of its curricular activities where students may suffer due to financial crunches.

Institutional Opportunity

The institute has a unique geographic location where there are quite a few Architectural colleges in the vicinity. Upcoming Airport in the vicinity will attract more outstation students from admission aspect. Looking at the faculty strength and specializations, additional masters' programs may be introduced in Environmental Architecture and project management. The conducive environment at the institute also provides opportunities to all the faculties for their further educational/ professional growth simultaneously with the regular curriculum. As well due to availability of Ph.D. faculties and Ph.D. program at the institute, there is a lot of scope for inculcating and promoting research culture.

Institutional Challenge

First and foremost, completing syllabus and planning add on activities is a challenge due to late first year admissions by Directorate of Technical Education. It is also a challenge to align with the structure of NEP. It is difficult to cope up with new opportunities such as Interior Design Diploma and Diploma in Architecture in the field of education floated by Council of Architecture. To creatively design the programs in the restricted University course curriculum is equally challenging. In addition to this, faculty-student exchange program as well as improving upon teaching learning strategies for even better methodologies to run the program becomes a challenge due to university syllabus structure. Along with all these activities, Pillai College of Architecture also plans to work upon collaborations with other multidisciplinary institutes/ International institutes/ universities. To co-ordinate with Alumni in regular interval is also a task for the institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Pillai College of Architecture is a self-financing Architectural Institution that follows the Mumbai University curriculum. It offers the freedom to curate the course contents in several verticals. PiCA plans content considering the factors such as employability, recent trends in the profession, social needs etc. through mechanisms such as IQAC faculty workshops, horizontal and vertical integration meetings. It involves monitoring the implementation through collective review of student work.

The IQAC team has developed the PO's and CO's framework to ensure that social aspirations to create transformative impact on society are addressed as per PiCA Aim. Six pillars of Education at PiCA are carefully designed considering attributes to be developed in students. This framework of six pillars of education, attributes and PO's are interlinked and addressed through CO's in various courses. Curriculum is evaluated every year through IQAC workshop to evolve constantly advanced pedagogical approach for our students.

Various committees at PiCA work towards smooth administrative and curricular coordination. An academic calendar is prepared every year for interweaving co-curricular and extra-curricular activities within the term planner as prescribed by the University. The institution provides flexibility by introducing add-on, certificate and value-added courses to develop advanced skill-sets and broaden students' knowledge to enhance competency. The curriculum is further enriched by regular study-tours, site visits, guest lectures etc. to provide experiential and practical learnings outside the classroom.

PiCA incorporates cross-cutting issues to develop sensitivity towards intangible factors like social, cultural, and environmental. Focus on environment and sustainability is maintained in design studios by encouraging students for eco-sensitive design approaches. Students are encouraged to select thesis topics of social and environmental relevance. They are made aware of the professional ethics in the courses on 'Professional Practice' which helps them during their internship as well as in industry. Topics like Gender and space, inclusivity and human values are integrated in relevant courses consciously to develop compassionate professionals.

PiCA collects and addresses the feedbacks from various stakeholders such as employers, examiners, students,

and teachers. The feedback is analysed and corrective measures are taken wherever necessary. Feedback on curriculum is also forwarded to the University for Further Considerations.

Teaching-learning and Evaluation

PiCA adheres to the rules and regulations of Mumbai University (MU) and Council of Architecture, New Delhi for student enrolment and faculty recruitment. The Centralized Admission Process (CAP) is transparent, and is regulated by the Directorate of Technical Education (DTE), Government of Maharashtra, New Delhi. Student enrolment in PiCA demonstrates good diversity of linguistic and religious communities, along with reserved categories.

PiCA's Academic Monitoring Committee (AMC) and Curriculum Planning and Implementation Committee (CPC), jointly function to enhance teaching-learning processes. The IQAC conducts bi-annual faculty workshops to comprehensively review the academic work carried out specifically in design courses and to discuss the conduct of design studios in upcoming semesters.

PiCA follows a well-defined process of curriculum planning, delivery, monitoring and evaluation. The teachers prepare and follow teaching plans along with COs in line with the curriculum and mission of PiCA. The program outcomes (PO's) are achieved through various course outcomes (CO's) across entire program. The teaching-learning process has a good balance of theory and practical knowledge. Most courses are team-taught in a studio that ensures effective mentorship. Internal assessment happens regularly of progressive work, this is transparent and shared with the students. Timely periodic warnings are issued to students who are falling short via defaulters' lists. There is external assessment (jury) of the final output by experts from the field. Course reports are prepared at the end of the semester, documenting the methodology of course delivery, student work output and attainment of course outcomes.

Course Outcomes (CO's) – Program Outcomes (PO's) are mapped for every course for all the programmes at the end of every semester. Attainment of PO's is mapped with CO's and analysed through proximity matrix for enhancing teaching and learning process.

PiCA has transparent process to recruit experienced and qualified faculties. Teachers and students attend workshops and conferences to enhance their knowledge. Teachers use ICT-based tools, google classrooms, webcasting, NPTEL videos, e-resources, construction yard, services lab, material lab, library etc. to enhance teaching and learning process.

The institution has a well-defined student feedback mechanism that helps in improving overall teaching-learning process along with the competency of the faculty.

Research, Innovations and Extension

Pillai College of Architecture (PICA) has established a comprehensive ecosystem in regards of infrastructure facilities that include the Pillai Center for Innovation and Entrepreneurship, the Urban Expansion Observatory, the Centre of Excellence in Design, a Pre-Incubation Unit, and an Intellectual Property Rights Cell – all contributing to the creation, augmentation, and transfer of knowledge. The Research Advisory Committee encourages students and faculty to explore various focus areas. The institute provides necessary guidance and infrastructure for patent filing. Faculty have secured research grants from external agencies like Saint Gobain

and the Council of Architecture, in these, students are involved to train them in research and documentation activities and to broaden their knowledge. Faculty enhance their qualifications through participation in Faculty Development Programs, workshops, and conferences.

The institute's dedication to research is further reinforced by faculty involvement in Design Cell projects, fostering skill development through consultancy projects. PICA has a strong emphasis on research publications, with 13 faculty members publishing research papers, 4 participating in conferences, and a total of 26 publications.

PICA's collaboration with industries is facilitated by MOUs, enabling site visits, guest lectures by leading architects, and detailed academic and hands-on workshops. The institute boasts 29 active MOUs with various organizations.

The college promotes student participation in design competitions organized by reputed institutions and professional bodies, which are duly guided by the faculty. The college recognizes outstanding student achievements through awards such as Best Project Awards, Outstanding Student Award, and Class Topper Award.

The institute's extension activities include initiatives like Jumble Sale, Mask Donation Campaign, Flood Donation Drive, Plantation Drive, and Chai with Khaki, annual community service day etc. in partnership with NGOs, to foster empathy, compassion and a sense of social responsibility among students and staff. Partnering with Milaap Foundation for providing meals to the needy during the pandemic showcases its dedication to humanitarian efforts. In recognition of its commitment to overall wellness and well-being, PICA received the Heartfulness Institution Award in 2020 for introducing wellness programs like yoga, meditation, etc.

In conclusion, PiCA has created a vibrant ecosystem that promotes innovation, research, and social consciousness beyond architectural studies.

Infrastructure and Learning Resources

Pillai College of Architecture (PiCA) in New Panvel is a part of a sprawling campus of over 7.15 acres. The campus and the college are equipped with modern facilities and infrastructure. PiCA adheres to the norms of infrastructure set by the Council of Architecture and Mumbai University to provide top-notch education in architecture.

The institute boasts of various facilities and resources to facilitate teaching-learning. These includes well equipped studios, lecture rooms, a construction lab and material museum, an environmental sciences and services lab, a computer lab, a surveying and levelling lab, a model-making and carpentry lab, an electrical and lighting lab, a conventional and digital library, an exam cell office, an administration office, a principal's office, a conference room, and staff rooms. Additionally, there are shared facilities with other MES institutes such as staff lounge, an auditorium, conclaves, hostel, carpentry workshops, an ICT lab, a Centre of Excellence in future studies, a Research and Innovation Centre, and a Makers studio - 3D printing and laser cutting workshop, a canteen on the campus.

All the classrooms and studios are spacious and fully equipped with ICT infrastructure, internet connectivity, provisions for laptop connections, projectors with screens, portable speakers, headphones, and well-designed desks and drafting tables.

PiCA's conventional and digital library is a valuable resource for students, housing 6,540 book volumes that cover 5,052 titles for the B. Arch programme and 596 titles for the M. Arch programme. Additionally, the library offers access to 7 international print journals, 13 national journals, and 4,376 e-journals.

PiCA is dedicated to fostering an all-round development of its students. The campus offers a large playground for outdoor sports, a landscaped area for outdoor events and inter-college activities, and an indoor games area, a Gymnasium— as shared facilities for students. The institute also has a state-of-the-art auditorium with a capacity of 500 people for various indoor cultural and educational events. All the facilities are regularly maintained and

upgraded as per need.

In summary, the physical infrastructure present in PiCA provides most conducive and vibrant environment for academics, recreation, skill development and personal growth for all students and staff.

Student Support and Progression

Pillai College of Architecture emphasizes holistic student development, facilitated through co-curricular and extra-curricular activities. Several cultural fests, Health awareness programs, skill development workshops, career guidance lectures, design competitions, expert speaker from various fields and social service events have ensured an overall development of your students.

The Student Council, "Senate," cultivates management skills through events organization. Alegria festival happens to be one of the biggest and inclusive college festival celebrated in Navi Mumbai region. Our students have proven the efficacy of these initiatives by winning many awards in these events.

Physical and mental fitness are encouraged via sports events, such as football, throw ball, tug of war, kho kho, basketball, Futsal tournaments, trekking, etc. and cultural celebrations, including Diwali, Traditional day, Onam celebration, Rakhi with Khaki, Marathi bhasha divas, etc.

We recognize our responsibility to our students' future; may it be further education or employment or entrepreneurship. The orientation and support for it is facilitated through alumni talks, seminars on studying abroad and career opportunities, and awareness initiatives in research and innovation. Additionally, our placement cell partners with architectural firms and institutions to enhance student employability.

Scholarship support is provided to students, with an annual average of more than 80% benefiting from government and non-government scholarships. Students from EBC, OBC, SBC, VJNT and minority community have particularly benefited from this support.

PiCA upholds a safe and supportive environment, guided by UGC and municipal authorities. Committees including SGRC, Anti-Ragging, Atrocities, OBC, Minority and Internal Complaints maintain decorum and address grievances.

Our alumni body, X-Picans, significantly contributes to institutional growth through "Alumni Talks", workshops, Thesis Forum, etc. 'Mindscape- festival of ideas' is our unique annual event celebrated once a year in public domain and gets a huge public support. Here, our master's students' work is also showcased.

These efforts and events help foster a comprehensive development of our student's personality which will eventually benefit them for their personal growth and career. We strongly believe in raising individual who are proficient in their field of expertise, successful and sensitive toward wellbeing of our society.

Governance, Leadership and Management

At PiCA, the management, the principal, and teaching faculty play crucial roles in realizing the institution's vision and mission. The institution fosters a culture of transparency in its operations and encourages participative management through student-centric activities. To promote decentralization, teachers, non-teaching staff, and students actively participate in various functional committees.

Recruiting experienced faculties is a priority for the institution and it follows established procedures and policies for this purpose. Each year, the principal, along with the management conducts performance appraisals of teachers which is based on parameters such as teaching skills, student feedback, examiners' feedback, employers' feedback, self-evaluation, and result analysis. Additionally, alumni feedback is sought to enhance the quality of education provided by the college.

E-governance has been implemented in the institution's operations, streamlining processes and enhancing efficiency. Online platforms are used for student-related activities like tuition fees payment, exam fee submission, and exam form submissions. The institution's website serves as a portal for student support services (e.g., grievance handling, anti-ragging initiatives) and sharing information about academic and extracurricular activities. Administrative financial tasks such as purchase orders, faculty salaries, juror (Examiner) remuneration etc. are carried out through online mode.

PiCA recognizes the importance of continuous professional development for its staff and offers financial support for attending and organizing conferences, workshops and faculty development programs. The annual budget is prepared by consolidating departmental budgets and regular meetings between the management and principal are held to address infrastructure development, financial requirements and faculty and staff recruitment, following the existing resource mobilization policy.

The institution undergoes internal and external audits to ensure financial accountability. Internal quality assurance is maintained through the Internal Quality Assurance Cell (IQAC), which conducts periodic interactions and works in collaboration with the academic monitoring committee to monitor student achievements. PiCA actively participates in national rankings such as NIRF (National Institutional Ranking Framework) and ARIIA (Atal Ranking of Institutions on Innovation Achievements).

Institutional Values and Best Practices

PiCA has students, teachers and staff from diverse cultural backgrounds. The Institution believes in developing students with high technical and moral values. We take several initiatives, through different events to bring everyone together and work in harmony towards addressing societal and environmental issues.

As we believe in VASUDHAIVA KUTUMBAKAM, we strive to work for the betterment and upliftment of the underprivileged in nearby locality by organizing Jumble sales, Community Service Day etc. with NGOs.

We as Institute care for holistic health of students, faculty and support staff by organizing medical camps, expert talks on mental health and stress management etc. Student Council organizes cultural events showcasing diversity of India. WDC of PiCA organizes various awareness programmes for students and staff. We observe various National and internationally important days with active participation of all.

Our Best Practice is to develop environmental consciousness, value education, honesty, social and moral responsibility. In line with the 'Swachh Bharat Mission'; since 2020, we hold an annual inter-college toilet design competition named 'NIRMAL', with an NGO (SIBC) working in the areas of welfare of women, to sensitize the students towards public sanitation and to explore the role of social design.

We aim to ignite the competitive spirit among students and to provide hands-on practical experience which will help the students in improving their research and analytical thinking skills.

To become a leading institute in environmental conservation, the institute has taken many green initiatives. Installing Plastic bottle dispenser machine strategically in the canteen area, helps to recycle plastic waste getting generated on the campus.

Our Institutional Distinctiveness is observed Since 2014, through a scholarly refereed journal “Tekton”, published by MES and brought out by Pillai College of Architecture. The Journal and Tekton- Talks, a public lecture series as an extension activity is accessible to all, which is the most unique contribution of our college to the architecture community. The journal has become a site for sustained critical engagement with diverse issues in architecture. Under the University of Mumbai, PiCA is the first active Doctoral research Center in Architecture, since 2017.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PILLAI COLLEGE OF ARCHITECTURE
Address	Pillai College of Architecture, Dr.K.M.Vasudevan Pillai Campus,Sector-16,New Panvel-410206
City	NEW PANVEL
State	Maharashtra
Pin	410206
Website	www.pica.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SUDNYA MAHIMKAR	022-27451700	9920409079	022-25229587	pica@mes.ac.in
Associate Professor	SASMIT ACHAREKAR	022-27456100	9819573108	-	sasmita@mes.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes MES Minority Status compressed.pdf
If Yes, Specify minority status	
Religious	
Linguistic	YES
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	13-10-2015	View Document		
12B of UGC	13-10-2015	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	04-07-2023	24	Approval for two years

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	Pillai College of Architecture, Dr.K.M.Vasudevan Pillai Campus,Sector-16,New Panvel-410206	Urban	7.144557	4679.6

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,Barch	60	HSC or equivalent	English	80	73
PG	MArch,Marcbh	24	B.Arch.	English	20	7
Doctoral (Ph.D)	PhD or DPhil,Phd	48	M.Arch. or equivalent	English	4	3

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	4				7				22			
Recruited	0	4	0	4	2	5	0	7	7	15	0	22
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				7				23			
Recruited	0	4	0	4	2	5	0	7	7	16	0	23
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	2	5	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	2	5	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	2	5	0	7	15	0	30
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		3	3	0	

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	25	1	0	0	26
	Female	42	2	0	0	44
	Others	0	0	0	0	0
PG	Male	2	2	0	0	4
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	2	0	0	0	2
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	0	0	1
	Female	0	2	0	0
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	3	0	1
	Others	0	0	0	0
OBC	Male	6	3	2	3
	Female	14	10	7	8
	Others	0	0	0	0
General	Male	19	23	8	22
	Female	33	29	33	29
	Others	0	0	0	0
Others	Male	4	3	8	2
	Female	2	8	9	7
	Others	0	0	0	0
Total		80	81	67	74

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP emphasizes the adoption of multidisciplinary and interdisciplinary approach. With reference to the same, Pillai College of Architecture is already working with allied disciplines such as Painting, Sculpture and Photography and Linguistic skills as Electives of our academic curriculum. These disciplines look after a holistic personality development of students, i.e., the future architects. Multidisciplinary approach helps in directly addressing our CO which is competency enhancement of students. To encourage the collaborations beyond institution, our faculties also offer their expertise to the other disciplines. We also enable our students to develop a comprehensive
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	<p>understanding of architectural practices and their relationship with other fields via encouraging them to learn different allied disciplines, like sociology, environment and engineering. In future, under the interdisciplinary approach, institute is planning to send students for language courses at other institutes as part of their credit system. e.g. Pillai Institute of Languages.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Here at Pillai College of Architecture, we are looking forward to register our students for ABC under University of Mumbai in a step-by-step manner. There is an ongoing process where initially faculties had made students aware about ABC Registration process and currently, the process of registration is ongoing. Google form for these registration details is been floated for all students of Bachelors, Masters as well as Ph.D. program.</p>
<p>3. Skill development:</p>	<p>Pillai College of Architecture sincerely looks after skill development as a program outcome. In the regular curriculum, all subjects make sure that students are achieving all basic skills. Under this, visualization skills such as Fine arts, Painting and Sculpture, Architectural Photography, Parametric Design and Illustrations are been explored by students under the subjects of electives and college project. Similarly, Communication Skills and Architectural Anxiety are been taken up by the institute as electives which helps in developing overall personality of students. Technical skills such as Earthquake Resistance, Principles & Applications of Building Sciences, Project Management, Communication and Organizational Management, Digital Tools and Techniques, BIM, GIS and Real Estate are also taken up as electives by our institute. In addition to all this, skill development sessions as Guest Lectures and Workshops are also been carried out by Pillai College of Architecture.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In order to integrate Indian Knowledge System, Pillai College of Architecture is making efforts via making students aware about traditional Indian system through parameters like People, Art and Culture, Policy and Economy along with Biodiversity. These all parameters are included as a part of elective or as part of curriculum aspects through framework of theory or design and integrated as credit course in the system. Various courses like Humanities, Town</p>

	<p>Planning, History of Urban Design, Urban Conservation include analytical understanding of Indian Knowledge system through tangible and intangible parameters. In addition to all these systems, institute has also been in association with India Study Centre (INSTUCEN) since April 2021, under which various activities are done.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>To have an outcome-based education, Pillai College of Architecture focuses on Student-centric teaching and learning. Architecture as a fraternity requires personal faculty attention as a basic requirement. As a provision in syllabus choice-based electives are given which offers flexibility to students for evolving as per their aptitude. Further, in order to make this more streamlined, the outcome-based teaching learning is divided into Participative learning, Experiential learning and Problem-solving methodologies. Participative learning system is implemented through Group Discussions, Design Projects, Term Papers, Dissertation, Industry Internship, Field Work, Seminars, Discussions and Debates. Participative learning is encouraged through two innovative ways such as 3 o'clock studio which includes students' interactions and E-Learning Platforms. Under experiential learning Study Tours, Case Studies, Hands on Workshops, Field Trips, Hands on Practical Sessions, Site Visits, Game designing as activity of interest and Market Survey are included in the system.</p>
<p>6. Distance education/online education:</p>	<p>At Pillai college of Architecture, lockdown has given us an opportunity to show our preparedness for going online and taking digital initiatives for teaching and learning system along with continuing all other activities online. During these times, Pillai College of Architecture could successfully manage to complete online education during lockdown with expert faculties and facilities available in the campus. Institute has taken this opportunity of inviting various experts for online talks, workshops and interactions for bachelors and masters' students. The online mode has helped the institute to open new avenues for students in terms of getting connected to various experts from outstations. Although Distant education was the only choice available during pandemic it actually helped to evolve new perspective in educational system at PiCA.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The students' coordinator and coordinating faculty members are appointed by PiCA. the ELC has been established on 10th July 2023 and it will start functioning from this AY 2023-24.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The meeting of ELC will be held in a month to discuss and decide various programmes and initiatives that can be taken at college level. ELC will be collecting data regarding the registered voters from students and faculty.
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.	ELC will be planning to explore ways to undertake 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. as required.
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.	ELC will be collecting data regarding the registered voters from students and faculty.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
379	396	399	385	413

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: 66

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	33	33	33	33

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
197.54	216.27	197.59	162.71	124.23

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:

Pillai College of Architecture is affiliated to Mumbai University and follows the calendar and curriculum provided by the University. Although the institution has a structured academic plan and is implemented with a well-documented process.

We, at PiCA, believe in comprehensive and balanced growth of a student to foster his employability and entrepreneurship as he steps in the market. The comprehensive development of a student is achieved through steps of Bloom's taxonomy, based on which the student is prepared academically. The co-curricular and extra-curricular activities play an important role in intellectual, emotional, social and physical development of a child and hence the academics at PiCA is planned in conjunction with these activities.

Term calendar is prepared considering the co-curricular and extracurricular activities. The subjects are allotted to the faculties considering their expertise/interests, distributing workload evenly.

Term plans and submission schedules are prepared by the subject-in-charge and includes the schedules for site visits, guest lectures, case studies, and workshops which are part of co-curricular activities. The term plan is discussed with all subject-in-charges in the Horizontal integration meeting to avoid any overlaps of any major event with any other subject. It is then shared with the students so that they are aware of all the tentative dates for any major submissions or events. All the technical heads and design heads plan for the vertical integration of the subjects so that the learnings from the past are not forgotten and are carried to the next level of understanding. The submissions and lectures are carried as per the term plans and care is taken to adhere to the schedule. A transparent process for timely assessment of the submissions is followed so that the student is aware of his position in a subject and the areas he needs to improve. A defaulter list is prepared every month and circulated to the students and their parents.

The academic monitoring committee reviews the student's marks and the weak students are guided with extra lectures and extended submission time as a chance to improve and then internal marking is carried out. A parent-teacher meeting is conducted to discuss the overall development of the students.

The feedback is obtained from various stakeholders, to review the gaps between the planning and implementation of academics, if any. The exam results and these feedbacks are discussed in the IQAC meeting. The IQAC also undertakes various workshops for faculties to address and ensure qualitative delivery of knowledge among the students. The feedback from various stakeholders like teachers, students, employers, and jurors are discussed with all the faculties in an end-term meeting. The feedbacks are further analyzed and corrective measures are planned in this end-term meeting. The attainment of

course outcomes and program outcomes are discussed through analysing course reports and the cognizance of the same is taken while planning next academic semester. Percentage of all PO's attained is calculated through meticulous framework of CO-PO to evaluate methodology and evolve the framework every time. This system ensures constantly improving teaching and learning system.

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: 42

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: 93.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
346	372	367	371	382

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Since past few years the number of girls opting for Architectural education is seen increasing. With this comes the responsibility of nurturing gender equality in the classroom and in the overall learning environment. As a pedagogical inclusivity, students are encouraged to give importance to gender sensitive planning. The students are made to think on prevailing gender issues, through various class discussions and through readings. In 6th semester Humanities, the gender inclusiveness is taken up through discussions on readings like gender and space by author shilpa Phadke, the lecture modules conducted on Inclusive city: Gender issues, accessibility and mobility. The allied design subject in 3rd year includes user specific housing design wherein the design for female celebrities is introduced. The students learn and apply gender specific design strategies while planning. The synopsis that includes gender sensitive topics are often encouraged to further develop into research or thesis topics.

Environment and sustainability are other core aspects which are taken into consideration in Architectural Design projects. The students are acknowledged about the relevant aspects of the environment, to implement in the planning for sustainable development. The basic understanding of the relation between the natural and built environment is being imparted in the first year itself which is progressed with a thorough knowledge of the environment and its impact on surroundings throughout all the semesters. The students evaluate and implement sustainable building strategies in their thesis designs

Human values are practiced in give and take form. Group assignments are often implemented in the subjects where students learn to practice basic values like respecting other opinions, considering the suggestions, acceptance, appreciation, listening, openness, affection, empathy and love towards other fellow members. The teachers take care of the dignity and right of the students to express. The teachers often make themselves available to the students beyond class hours to help and guide students with their

difficulties. Besides this, human values are practiced in a way where students are made to develop an understanding and pay respect to our national heritage. The third semester Architectural design project is dedicatedly being inclusive of heritage conservation as a human value to respect our historical monuments.

Professional Ethics is included as an extended part of Professional practice subject taught in V year B. Arch course. In addition, at every stage of architectural design and detailing it is taught to ensure that they meet the required standards, making informed and unbiased assessments, develop their professional knowledge and skill, in all areas relevant to the design problem in hand. This is achieved with case studies, group discussions in the design studio. Students are guided for raising the standards in all relevant areas of architecture as well as contributing to the competence of building technology.

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: 71.77

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

Response: 272

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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 83.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	81	87	84	87

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
104	100	100	100	100

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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

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

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

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

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.48

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:

At the core of pedagogy at PiCA is Studio-based teaching-learning process, where students and a team of faculty together participate in transfer and creation of knowledge. Large studio spaces equipped with drawing tables, discussion tables, ICT infrastructure and display boards allow for various combinations of learnings such as lectures, small group discussions, one-to-one mentoring. Students, either individually or in a small group present their progressive work either on pin-up boards or using projection facilities. Faculty provide feedback, demonstrations etc to improve the work and achieve the expected outcome from students.

A lot of peer learning and self-learning happens in Design and Technology studios through activities and discussions. The process of instruction is not one-way, but participatory. The students have the freedom to select sites, to formulate design briefs and devise their own concepts for the given problems. The faculty are mentors guiding them for continuous development in the classwork. The faculty also mentor them to participate in design competitions floated by external bodies, to further enhance their problem-solving skills.

The learning process is through experiential and participatory learning where hands-on workshops and assignments play major role. It is project-based learning, where creative design solutions are sought for challenging real-life problems set by the faculty in the real context of neighbourhoods or the city. Study-tours, site visits, field mapping, social surveys and user studies are integrated in the assignments for a proper grounding. The theory components of the courses equip the students with required background knowledge to solve these problems. These theory components are augmented by construction site visits, invited expert lectures, making structural models and doing hands-on experiments in the labs. All these provide an experiential dimension to the learning.

The ARD courses impart the skills of drawing and representation, both by manual and digital method. Students also make models and artifacts by using workshop and laser-cutting facilities. Creative outcomes are generated through extra-curricular activities such as best out of waste, origami and sculptural objects etc. The courses in humanities, architectural theory and professional practice help students acquire a wider perspective of history, current practices and future technology. Skills such as critical thinking, reading and writing about architecture, verbal and visual presentations, etc are inculcated through design studios.

The teaching methodology at PiCA is student-centric, focussing on the learning outcomes defined for every course. Providing a wide-ranging learning experience has been our endeavour. Efforts are made to horizontally integrate the course contents in a given semester, such that there is holistic learning, for example, preparing construction drawings and details of their Architectural Design projects.

The teachers devise course methodologies as per the objectives. Innovative techniques such as blended learning, ICT-based learning, workshops, quizzes, off-site learning, case-study presentations etc. are employed by them.

PiCA provides several ICT-based tools to enhance the teaching-learning process – such as latest softwares, ICT-enabled classrooms for audio-video presentations, e-resources in the library, Google suite with Google classroom, wi-fi and LAN connections, well-equipped conclaves and auditorium etc. PiCA created a tie-up with COURSERA during the Covid pandemic.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	33	33	33	33

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 9.09

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

As an affiliated college to Mumbai University, PICA follows the examination framework prescribed by the University. It is a credit based grading system in which grades are computed by a combination of internal and external assessment. This scheme of examination and rules of promotion are put up on the college website for general information.

Typically, the internal assessment monitors progressive work in projects and assignments. The external assessment is either in the form of a theory exam or a viva-voce (jury) of the completed project work. The examiners are either appointed by the University or by the college as per the examination scheme. PiCA faculty members carry out examination duties for the University and other colleges as paper-setters, assessors or viva-voce jurors.

Typically, viva-voce (jury) of Architectural Design and thesis are conducted by a pair of examiners to eliminate individual bias. The students' work getting less than passing marks in the viva-voce is further reviewed by another pair of examiners on the same day to further eliminate errors of judgement. This ensures that the students are assessed in a fair manner.

Internal assessment carries significant weightage in architecture curriculum. At PiCA, we take care to spread it out uniformly during the semester and announcing the schedules in advance. Adjustments are made to take care of individual students' legitimate needs. Periodic assessment is done in a transparent manner and grading is displayed on boards or google classrooms. Students are permitted to improve their periodic grading by showing improved work within a time limit. Thus, the system acknowledges that students will learn at varying pace, there will be a few slow learners, and accommodations are made for the same. Moreover, a studio-based teaching-learning system and team-teaching is well-suited for this. The class-in charge puts out a monthly defaulters list for all courses offered in that semester, thus giving

timely warnings to students who are lagging behind. A streamlined and transparent mechanism for continuous monitoring and evaluation is followed by the college.

In teaching-learning, varied assignments are provided to make the evaluation less of a burden, and more of a joy of accomplishing project work. These include design problems, study reports, site visits, presentations, mock viva voce, documentations, quizzes, class tests etc. Group-work is introduced whenever possible to inculcate team-spirit and leadership qualities as also to make learning a collective and joyful activity. The evaluations are done on several parameters such as knowledge, understanding, application, analysis, and synthesis. Each assignment is designed to attain one or more CO. The participatory learning allows the students to shine in one or the other areas, enhancing their self-confidence. The assessments aim to improve the personal and professional competence of the student.

The Examination Cell of the college coordinates and conducts end-semester examinations and timely declaration of results. It is divided into Examination section, Records Section and Administration Section. The cell also deals with grievances related to examination and evaluation. Overall, PiCA ensures fair, transparent and smooth conduct of internal and external assessment of the students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute has well-structured course outcomes correlated to programme outcomes for both Bachelors and Masters program. The programme outcomes are based on six attributes related to the mission and vision statement of the institute. This matrix responds to Blooms Taxonomy. The programme outcomes are a qualitative framework which lead to define an enriched set of course outcomes. Our aim is to rigorously develop the course outcome framework such that our course plans effectively deliver the needful.

Our first attribute is **competency enhancement** which we achieve by imparting **visualization, communication and technical skills**. Apart from formalized courses like Architectural Representation and Drawing which focus on strengthening the technical knowhow of the physical and digital tools, we have formulated five electives which provide additional skill enhancement possibilities. Two electives focus on communication skills and three on digital tools. The second attribute of **research and innovation** is the strongest in our institute where we focus on developing the **analytical mindset** and **value creation**. We connect the architectural theory course with our architectural design studios bringing

rigor to the design discourse. We have our own research journal Tekton and Mindscape a platform for generating a dialogue with other practices affecting the discipline of architecture. Our Masters programme has consistently explored the complex urban contexts. We ensure that practicing urban designers and researchers contribute to the urban design studios.

We are committed to **knowledge progression** by developing an in depth **theoretical understanding** and its **application**. Our technical subjects are strongly rooted in theory and we club this with construction sites which expose students to real life scenarios. This is directly connected to the attribute of **entrepreneurship and employability** where we introduce students to **current trends and practices**. We invite guest lecturers who share their experiences and present case studies allowing students to enroll into the industry. The effort is to ultimately achieve a **holistic personality development**. We ensure that the students do the market surveys, interact with professionals, engage with consultants and collaborate with researchers.

Ultimately our aim is to make the student conscious about the **environmental and social values**. Our design studios run parallel to the services and construction studios where we enforce the **environmental studies and awareness**. Anubhuti is one of the students initiative to inculcate **social values and outreach** to the different factions of society. The efforts stated so far are in the pursuit of a creative mind which is capable of developing contemporary **design thinking**. The craft workshops, the carefully planned study tours, field visits, case study visits and several brain storming activities are focused on developing the **understanding and defining a design problem**. Our design studios are the most supported courses where we have one teacher to ten students ratio. Our students are encouraged and supported to participate in design competitions where they sharpen the **ideation and design development** process.

File Description	Document
Upload Additional information	View 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:

We are committed to a rigorous self-assessment. Since last five years, we have been doing attainment of CO's through which we assessed the framework of our curriculum and evolved it gradually. In the last academic year, we have successfully addressed linkages of COs and POs that ensured effective evaluation of students understanding. Course outcomes for all courses are designed considering Bloom's taxonomy while each course is addressing different levels of Blooms taxonomy depending on

its relevance in Programme.

All course outcomes are linked with 12 PO's which ensures that they are well distributed over the programme to achieve the vision of Institute. The PO's were designed to address our Value added Courses, Industrial and site visits, expert lectures and seminars through the Curriculum, to ensure holistic development of the student.

Course framework is programmed in such way that CO's are attained through assignments and examination scheme. Each Topic conducted in any course is addressing one or more CO's. Evaluation of student's understanding is based on assignment or examination which conveys the attainment of CO.

IQAC team at PICA is constantly trying to develop and evolve the entire framework of attainment and evaluation to ascertain holistic development of student. Along with that another objective of IQAC is to fulfill vision of the Institute which speaks about fulfilling sociocultural aspirations of the society through architectural and spatial interventions.

Keeping in mind the expanse of the course, 5 or 6 CO's are distributed over entire syllabus for the particular course. Each CO is distributed amongst several PO's and appropriate weightage is given to it. Each semester is mapped by linking CO's to PO's and attainment of it is assessed by comparing percentage of 12 PO's respectively. This assessment is constantly developed throughout all semesters and different PO's are addressed. Framework of the program is formulated in such a way that earlier years of Bachelors course address PO's related to knowledge gain while later year concentrates more on PO's related to application and creation of the knowledge gained. Framework for masters course is formulated in such a way that first semester address PO's which are related to understanding Theories and developing critical analytical aptitude while later semesters slowly focuses on synthesizing research and developing unique design approach.

Cumulative attainment of PO's is the final assessment level to evaluate the structural framework of the programme which is then critically analyzed to understand which PO's are slightly lagging while execution through this complex system. This critical analysis of attainment of PO's will be the base for developing CO's for the next academic year. PiCA IQAC team will also be giving critical thought to decide whether PO's needs to change or evolve to ensure changing needs of the profession , students and eliminate lacunas which are found in earlier framework.

The holistic relationship between PO's , CO's and its attainment is the tool to keep incorporating changes which are needed to achieve excellence at both Programmes at PiCA.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)**Response:** 90.27**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
66	80	69	85	71

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	87	76	86	85

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.66

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: 5.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.5	0.25	0	1	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 has created an ecosystem for Innovations including Incubation Center and other initiatives for creation, augmentation and transfer of knowledge in diverse fields, even beyond architecture.

1.The following initiatives with infrastructure facilities are available in campus:

- 1.Pillai Center for Innovation and Entrepreneurship
- 2.Urban Expansion Observatory (Centre of Excellence with Advance Tools & Equipment) Study of Urban Design and Expansion
- 3.Centre of Excellence in Design, Pre-incubation unit
- 4.Pre-Incubation Facility Support (Idea to Prototype and Innovative Business Plan Development)
- 5.Intellectual Property Rights Cell

2.Facilitation for Research:

Pillai College of Architecture has taken initiatives to strengthen its research and industry connections by creation of a robust intellectual network and ecosystem. Its Research Advisory Committee guides and introduces students and faculty to avenues in research and knowledge upgradation. Faculty members have also received grants for research projects from external agencies like Saint Gobain and Council of Architecture.

- **FDP:** The college facilitates teachers for participation in FDPs, Workshops, Conferences by providing leaves and/or financial support. All teachers participated in various FDPs in the last five years.
- **IKS:** The college focuses on the Indian Knowledge System by conducting lectures, heritage walks and documentation of heritage for the students. The faculty members have attended FDPs related to Indian history and heritage. They have also delivered guest talks on topics of cultural history of India and Panvel.
- **Design cell projects:** Consultancy projects and MOUs with industry specialist organizations and experts are initiatives that give the faculty members opportunity for professional development.
- **Research & Publications:** With total of 26 Publications PiCA faculty has published conference papers (4), UGC care/Scopus (5) and research papers in peer reviewed journals and book chapters (19). Peer reviewed academic journal Tekton: A Journal of Architecture, Urban Design and Planning is published since 2014 as PiCA publication . The journal is a valuable platform for peer-reviewed research for Indian and international scholars
- **IPR CELL:** The IPR Cell organizes workshops and seminars for teachers and students on Intellectual Property Rights and various aspects of patent filing.
- **Patents filed:** 5 no. of patents are filed by teachers and 11 no. students have uploaded their ideas on YUKTI innovation portal.

3.Industry Collaborations:

Collaboration with Industry organizations and architectural firms, via MOU undertakings, are in place to facilitate site-visits, Guest Lectures, and workshops for the students' overall development, confidence, growth and skill development. These activities and collaborations have been strategized to provide students with motivation to become future entrepreneurs and contribute towards the nation's development. We have **29 active MOUs** with different organizations.

4.Design competitions (Student development & growth):

Students are encouraged to attend workshops and competitions organized by University / AICTE/ IITs/ Professional bodies or other National and International level events. A few of these were Ethos organized Transparency and Archumen Quiz, Charles Correa Competition, KIDC, COA Thesis, and ECBC etc. In addition, the college has instituted internal awards under categories such as – Best Project Awards, Outstanding Student Award and class Topper Award etc.

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: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	13	11	8	0

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: 0.08

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	8	10	4	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
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:

Extension activities of Pillai College of Architecture focus on sensitizing students to social issues and responsible citizenship for their holistic development. Towards this goal, the college has instituted a social service wing, named Anubhuti, under which the students with active guidance from teachers undertake several activities every year. Anubhuti collaborates with NGOs and participates in several campaigns of social welfare. The activities like the Jumble Sale, Mask Donation Campaign during pandemic, flood donation drive, and plantation drive, are initiatives taken up in Pica.

Some of the principal community outreach by 'Anubhuti' have been flood relief campaigns in Western Maharashtra (2019) and Kerala (2018); mask donation campaign during COVID pandemic to promote public health and safety; helping the Milaap Foundation Gurudwara Sahib Panvel in fund-raising activity to provide meals to approximately 10,000 poor and homeless during the coronavirus pandemic. Many students and teachers enthusiastically joined these drives with personal contributions. For flood relief, students collected essential items like food, clothing, blankets, and hygiene products and distributed them to the affected people. This helped us to meet the immediate needs of the affected population and demonstrates solidarity and support during challenging times.

The other significant community outreach programmes have been 'Community Service Day' and 'Jumble Sale', annual events at our campus since 2012 (except during COVID) in which PiCA and other institutions on campus collaborate with NGOs. On Community Service Day, approximately, 800 persons from various orphanages, old age homes and shelters for tribal and street children are invited to the Pillai Campus where they are treated to a memorable day of food, fun and learning. During this event, 'Anubhuti' has been organising workshops of craft, origami, dance etc. for children from underprivileged sections of society and orphanages. 'Jumble sale' is held in collaboration with NGO SIBC for the benefit of our support staff and surrounding under privileged community. We collect usable items like clothes, sarees, bedsheets, shoes, bags, toys etc. and put them up for sale at marginal prices of Rs. 10 to Rs. 200. This ensures that the takers don't feel overwhelmed by charity and the givers feel satisfied in donating for a purpose. Student members of Anubhuti help in collecting, sorting of material and managing the sale counters, along with student volunteers of other institutions on the campus. PiCA faculty helps in co-ordination on the day of the event. By organizing the tree plantation drive students contributed to creating a greener and more sustainable environment.

The college and the Anubhuti organize plastic waste collection and reuse drives, creative workshops for making items from waste etc. towards the cause of sustainability and environmental awareness. We organize Yoga, medical testing camps for our support staff community for the betterment of their health. We organized 'Chai with Khaki' for police personnel from Panvel to acknowledge their efforts and let them know that the society cares for them too.

Overall, these extension activities not only create a positive impact on the communities served but also foster personal growth and development in students.

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:

The students and teachers of Pillai College of Architecture have received awards and recognition from many avenues.

The students had joined a collection drive in 2019 for flood relief efforts in Western Maharashtra, for which the college received a letter of appreciation from the Tehsildar's office, Changad, Kolhapur. Faculty and students voluntarily took the initiative to collect items such as foodgrains, pulses, clothes among many other utility items. These distributed to the flood affected areas and distributed the items to the needy and reached out to them. Over 500 families were benefited by this initiative.

The college has partnered with Milaap Foundation Gurudwara Sahib Panvel in fund-raising activity to provide meals to approximately 10,000 poor and homeless during the coronavirus pandemic. We have received a Letter of appreciation from Milaap Foundation as a token of the funds donated.

The college has received letter of appreciation for the community service initiatives **from Vanvasi Kalyan Ashram**. These activities were conducted as a part of 'Community Service Day' events in the college every year from 2012 onwards. Approximately, 800 persons from various orphanages, old age homes and shelters for tribal and street children are invited every year to the sprawling Pillai Campus where they are treated to a memorable day of food, fun and learning. During this event, 'Anubhuti', the social service wing of Pica has been organising workshops of craft, origami, dance etc. for children from underprivileged sections of society and orphanages. In this, we aim to foster a spirit of compassion, empathy, and social responsibility among our students, faculty, and staff.

The college encourages students to participate in several architectural competitions. M. Arch. students excelled in the Mumbai Metro Rail Corporation Competition, earning the first runner-up and best transformative ideas award. The students have bagged awards in many other design competitions.

Principal, Dr. Mahimkar was honoured with the "Principal of the Year" award by the IARDO Excellence Awards 2022 and received the prestigious 'Dr. Abdul Kalam Puraskar' for teaching and research excellence from the International Council of Social Reforms and Research (Ghaziabad). Such recognitions and awards bring prestige to the college and is an inspiration for future achievements and endeavors.

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: 46

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	11	10	6

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: 29

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:

PiCA is an integral part of MES Dr K. M. Vasudevan Pillai's Campus in New Panvel, Navi Mumbai, occupying 7.15 acres of the sprawling campus. The PiCA campus is spread across 5 floors, with a separate wing named Gulmohar. The campus boasts two large courtyards shared with other departments, providing spaces for interaction, recreation, and cultural activities.

The facilities at PiCA are well-equipped, offering students holistic learning experiences. Alongside state-of-the-art studios and lecture rooms, there are computer labs, a well-stocked library, and specialized workshops for model-making and carpentry. Laboratories dedicated to surveying, building services, lighting and acoustics, environmental studies, construction, and material museum enhance practical learning opportunities. The campus also houses a conference room, exhibition room, conclaves, and an air-conditioned auditorium with a capacity of 500 seats, equipped with advanced amenities.

PiCA also boasts a Centre of Excellence in future studies and a Research and Innovation Centre, encouraging research and creativity. Additional facilities include a Printing and Laser Cutting Workshop (Makerstudio), common rooms for students, off-campus hostel facilities, administrative offices, faculty staffrooms, exam cell, construction yard.

Common amenities like the staff lounge, vehicle parking area, cafeteria, and drinking water facilities are readily available. The first aid room, and sick room cater to the medical needs of the students. An ATM unit of Syndicate Bank is conveniently located at the campus gate.

PiCA prioritizes technology-enabled learning, with a state-of-the-art server room hosting applications for digital libraries, academic, and attendance monitoring. The library, partially automated, offers access to over 7,200 books, e-journals, e-books, and rare books to enrich the learning environment.

The architectural studios, fully equipped with IT resources, drawing boards, stools, lockers, and audio-visual facilities, cater to both undergraduate and post-graduate students. High-speed internet connectivity, campus-wide Wi-Fi, and projectors in each studio and classroom enhance the learning experience.

The college encourages faculty to create online teaching content through a well-equipped shared facility of a lecture recording studio, further enhancing the teaching process.

PiCA recognizes the significance of co-curricular activities in fostering both physical and mental development in students. In recognition of the same, PiCA provides a dedicated sports and cultural facility shared by the entire campus. Playground, gymnasium, and indoor games area are available for sports enthusiasts. For cultural activities, the institute has various multipurpose spaces such as the stilt area, atrium, Quad, mango ground, and auditorium, fostering students' overall development.

The campus actively practices environmental sustainability, implementing measures such as CCTV surveillance for safety, rainwater harvesting, reduction of plastic waste through bottle vending machines, and organic waste management through compost pits. PiCA remains steadfast in fostering an environmentally conscious and inclusive learning environment for its students and staff. Moreover, Pillai campus goes the extra mile in creating a disabled-friendly environment. It is equipped with facilities and infrastructure designed to accommodate the needs of people with disabilities, ensuring their easy mobility and access to all areas of the campus. This commitment to inclusivity reinforces the institution's dedication to providing a welcoming and supportive learning environment for all students and staff.

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: 59.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
83.39	178.50	176.59	40.64	53.00

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:

PiCA Library caters to the students, where the library functions as a reference guide and a valuable resource in sculpting student's life.

Library Collection: -PiCA Library maintains a core collection of over 7200 valuable books. The diversity of the library collection includes reference books, textbooks, national and international periodicals, bound journals, University papers, project reports, standards, and non-print materials such as CDs, maps, etc. The library maintains a separate reference collection consisting of Encyclopaedias, dictionaries, directories handbooks, and atlases. Accession registers for various collections are maintained properly.

Access:- The Library has adopted 'Open Access System' which facilitates a user to directly access the shelves. Books are organized in stacks in a classified manner by using DDC. The Library staff always encourages a free and open atmosphere where all books are made available at any point of time in open hours. There are displays like new arrivals display, classification display and subject display through which students are acquainted with the new titles of their subjects.

PiCA library has pleasant interiors with adequate lighting and ventilation which encourage students to read, study, learn and evolve. The library is also equipped with a photocopier, scanner, printer, wi-fi and, and computers.

Special Cyberspace in the Library:

This area is exclusively reserved for student's use. Students can access the online collection of the PiCA library along with this they can do their research work from here. All computers have internet connections and one common printer.

Inter- Library Facilities: Students of Pillai College of Architecture are entitled to use the library facilities of the other three institutions of Pillai Campus.

Automation of Library: -

PiCA Library is partially automated and digitized with latest integrated library management system KOHA Library Software, version 21.11.05 since 2014, which consists of modules on Acquisition, Cataloging, Circulation, Serial Control, Reports, Patrons, and Web-OPAC etc. The main advantage of Koha is that it is a web-based software that can be accessed from anywhere in the world. Library has been using this software to computerize library activities such as issue and return, user and book master, management of journals, library reports and catalog search. Koha has been successfully implemented for the circulation activities, by using bar code. All the books of the library are Bar-coded.

PiCA library also has an in-house developed DSpace Digital Library which includes e-Books, Project Reports, Theses, Question Papers, Syllabus, Videos, Scanned copy of Table of content of subscribed Journals.

Pillai's in-house software cell developed a Student Counter System using bar code technology which replaces the manual register system of student entry.

PiCA library also has 'Turnitin' software to be used as a plagiarism checking tool and deter students from stealing and forging the data.

PiCA spends a considerable amount on purchasing new books, Journals, and e-resources.

Library provides access to library resources through its well-maintained web page available at link.

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:

MES maintains a dedicated IT team responsible for catering to the IT needs of the entire campus,

including PiCA. They prioritize the upgradation of hardware and replacement of outdated or non-functional systems as per individual requests and requirements. PiCA offers 80 for students' use while each staffroom is equipped with a staff PC and printer, along with Wi-Fi connections. Classrooms and studios are well-equipped with projectors, portable audio-video units, and sufficient Wi-Fi and LAN connections.

Over the years, the campus upgraded its internet connection from 120 Mbps to 255 Mbps which is expandable up to 500Mbps, ensuring high-speed connectivity. Following the MES policy, internet provision is available for all staff members and students on college premises. Backbone fibre optic cables with manageable Cisco SG300-28 28 Port Gigabit Managed switches (38) are deployed for seamless connectivity on each floor. The Institute has 4 servers to caters the needs of the stakeholders namely EDURIGHT, Digital Library, KOHA and ACCOUNTS servers. To meet the expanding needs of security needs and optimal performance SOPHOS firewall is provided. PiCA has 1 Ubiquiti Networks (Library), 1 Airtel Wi-Fi with wireless access points having 4G support. PiCA has 11 printers, 17 projectors. Software: Six legal system software like Windows and application software like AutoCAD and GIS.

To encourage teachers in creating online teaching content, PiCA offers a fully equipped shared facility of the lecture recording studio. Additionally, the college subscribes to Google Unlimited, providing email IDs with 100 GB of online storage for faculties, 50 GB for current students, 2 GB for Visiting Faculty, 2 GB for Alumni and 100 GB for service accounts. This total limit includes email, drive storage and photos. This facility helps all students and teaching / non-teaching faculty to back up their data and facilitate official communications. Moreover, a Zoom subscription is in place for conducting online guest lectures, competitions, and online lectures in case of a pandemic, calamities, etc with a capacity of over 100 online participants at a time.

PiCA library embraces digital advancements, offering a KOHA Library Management System Software, version 21.11.05 Through the Web OPAC available on the PiCA Library website, users can easily search for books by title or author, making the process of finding relevant materials efficient and user-friendly. In line with the campus's commitment to technological integration, the library offers a dedicated cyberspace where students can engage in their research work.

The campus maintains high safety and security with strategically located CCTV cameras, monitored through centralized software and TV. The surveillance system includes 2-megapixel bullet and dome cameras to monitor classrooms, lecture rooms, common areas, entry and exit points, etc.

By providing robust IT infrastructure and cutting-edge technological resources, PiCA ensures a safe and efficient learning environment for students and faculty alike.

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:** 4.74**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 80

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: 40.63**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
118.95	34.32	17.31	126.54	67.92

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: 81.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
284	338	297	301	379

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: 53.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	226	361	298	26

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: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 61.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	53	45	51	52

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	80	69	85	71

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: 25.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	12	9	7	5

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
Provide Links for any other relevant document to support the claim (if any)	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: 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	3	3	0

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[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](#)

5.3.2

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: 30.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	48	7	43	5

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:

Pillai's College of Architecture (PiCa) maintains a strong connection with its alumni, through its official alumni association named 'X-Picans'. This association is duly registered under the Societies Act of 1860 (Registration No: Maharashtra/575/2011/Raigad) and has been actively functioning since then. The resilient spirit of X-Picans was evidently visible even during the pandemic when the online meetings and webinars were organized for the institution.

In 2017, PiCa celebrated the completion of 25 years since its establishment, a landmark occasion which the Alumni Association and PiCa marked with a series of special events. The subsequent academic years 2018-2019 saw an array of activities being planned, such as various workshops led by alumni for students and exhibitions displaying the works of PiCa alumni. These events served as a platform for the alumni to share their post-graduation journeys.

These exhibitions aimed to showcase and celebrate the commendable work of the alumni, and also served as a platform to reconnect with around 900 alumni members from across the globe. More than 200 alumni actively participated in the event. X-PiCANs further contributed by producing a publication based on the exhibition, a comprehensive book that now enriches the institution's library. These panels were also displayed at Urban Haat, Belapur, Navi Mumbai during the institution's annual event, 'Mindscape – the festival of ideas.'

Organized by X-PiCAN, the Alumni Association, 'Mindscape – the festival of ideas' is a public event held annually at Urban Haat, Belapur, Navi Mumbai. This three-day event aims to converge various experiences and ideas on a cross-disciplinary platform, reaching beyond the realms of art and architecture. With each passing year, Mindscape strengthens the bond between X-Picans and the institution. The event aspires to inspire, connect, and learn from new ideas, stories, and individuals on a singular creative platform, extending its focus beyond art, architecture, and design. Mindscape is free and open to everyone, featuring a variety of formats such as talks, presentations, discussions, film screenings, and performances.

PiCa's alumni have marked their presence in various government organizations and private multinational firms. The multidisciplinary and strong network of alumni imparts their knowledge through alumni talks conducted throughout the year, where they share their professional experiences and expertise with students. Alumni involvement as visiting faculty members, jury members, and representatives during recruitment drives offer invaluable insights and opportunities, enhancing students' professional growth

and job prospects.

The present students at PiCA enjoy enhanced job prospects due to the formidable legacy created by their predecessors in the professional world, backed by their profound knowledge and values.

The Thesis Forum, another significant initiative by PiCA, provides a platform for alumni to engage with current students and share their thesis experiences. Such mentorship can undoubtedly contribute to students' academic excellence and shape their future career trajectories.

The concerted efforts of X-Picans and PiCA to establish a supportive and robust alumni network are commendable, significantly contributing to the growth and success of the institution and its students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Pillai College of Architecture is dedicated to create a transformative impact on society by providing comprehensive architectural and spatial education to all aspiring individuals. The institute's mission is to contribute meaningfully to society by shaping socio-cultural aspirations through its educational programs.

PiCA has started adopting NEP for various parameters such as holistic development of students through multidisciplinary and interdisciplinary approach. Academic bank of credits registration process is ongoing. Skill development is obtained through program outcomes aligned with syllabus and co-curricular activities. Integration of different disciplines along with architectural knowledge is the prime focus of the institute. Participative, Experiential learning and Problem-solving methodologies are adopted to achieve outcome-based teaching learning. Online teaching during lockdown served as an opportunity to develop ability towards digital education.

PiCA has a growing graph since its establishment. There is a gradual growth in intake of students over the years. PiCA has started its M.Arch course in Urban Design in 2011 which has encouraged the young minds to build up their practice. PiCA has been declared as a Phd Centre which started in 2018 however it became active 2022 onwards. FDPs or higher education for the teaching and non-teaching staff help them develop their teaching processes. PiCA has also developed its ICT facility by adding new computers & taking Google subscription for online classes during lockdown. Online courses were facilitated by the management for the staff and students free of cost.

Principal becomes an authority and has freedom to take decisions as and when required for their core areas. Faculty In-charges and class In-charges can take decisions for their specific subjects. Also, students get the opportunity to choose their electives. Student council organizes different events in which they are free to take decisions and their event calendar is also considered while preparing the academic calendar.

At the apex of the organizational structure is the Principal, who seeks guidance, direction, and approval from the Board of Governance for both academic and administrative activities within the Institute. To enhance academic quality, PiCA has set up the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC) under the purview of the Principal. The committee advises and monitors quality procedures to be adopted for the smooth functioning of the college towards achieving its academic goals. The Principal maintains direct communication with the management, teaching and non-teaching faculty members, Student Council and various committees thereof.

The perspective plan of PiCA enlists a series of actions to be taken under each criterion. These actions are strategies into long term goals and immediate achievements. Each action is supplemented by methodology of implementation and resources needed. Embarking on our strength we aim to encash the opportunities and manifest our objectives in to real-time accomplishment. Taking cognizance of the same, a strong support and infrastructure is enabled by the college management.

The institute takes a holistic view of its development considering all stakeholders, including students, faculty, professionals, employers, and alumni. The feedback is taken from all to enhance quality measures, ensuring continuous excellence.

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:

The Institute operates under the guidance of the Board of Governance (BOG), which is formed in accordance with the guidelines set by the Council of Architecture (COA), University of Mumbai, and the Directorate of Technical Education (DTE).

Vision:-

To have a trans-formative impact on society by ensuring that all individuals have an opportunity for lifelong learning and self-improvement.

Mission:-

To establish institution of architectural excellence that advance education at both global and grass-root level needs, research, innovation, entrepreneurship, sports and impart a sense of social responsibility.

Keeping in mind the institute's Aim and objectives the perspective plan is designed to achieve the same at the earnest. IQAC committee has been the think tank which is instrumental in fascinating the aim, objectives, methodology, critical evaluation, structure and thought process for the perspective plan. PiCA is determined to persistently uplift the quality of education system by periodic evaluation of course curriculum, teaching methods, Infrastructure and governance for its efficacy and implementation. Aim of perspective plan is to constantly self-assess, value strengths and upgrade the quality of our education

system.

At the apex of the organizational structure is the Principal, who seeks guidance, direction, and approval from the Board of Governance for both academic and administrative activities within the Institute. The Principal oversees the overall functioning of the Institute and holds decision-making authority in matters related to academics, administration, finance, and institutional growth.

To enhance academic quality, PiCA has set up the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC) under the purview of the Principal. The committee advises and monitors quality procedures to be adopted for the smooth functioning of the college towards achieving its academic goals. The Bi-annual faculty workshops under IQAC to review students' performance and CO-PO achievements are conducted. The cognizance of the same is taken while planning for the next AY.

The Principal maintains direct communication with the management, teaching and non-teaching faculty members, Student Council and various committees thereof. This ensures smooth coordination for teaching-learning, admission process, college & university exams (Semester 6 & 10) for respective semesters, Memorandums of Understanding (MoUs), guest lectures by experts, site visits & tours etc.

The hierarchy of coordination helps to conduct special activities in academics & extra-curricular activities such as participation in & hosting of architectural competitions (Nirmal, Photography, Charles correa, Kamu aiyer etc.), Tekton & Alumni Talks to guide students, Study tour exhibitions motivating students for showcasing their talents, Kinesthesia (A mixed event hosted by college for gaining different skills of academic as well as other fields e.g. parametric architecture, product design, origami, hands on wheel etc.)

PiCA Handbook that is available on PiCA website guides teaching/non-teaching faculty members and students regarding it's rules and regulations, code of conduct, policies and procedures, recruitment and service rules, etc.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

PiCA faculty and students received full or partial financial support for TTP, FDP, conferences, workshops, expert talks etc. depending on the situation as per PiCA policy. For further education and upgradation of faculty special considerations are given in terms of special leaves and reduction in workload etc. These measures ensure that the staff is developing & exploring their skills & satisfied with their work environment. When the staff is skilful & satisfied, they are more likely to put in their best effort towards their work, towards the progress of students which results in their academic excellence.

The Institute recognizes the need for continuous qualification upgradation. The Institute encourages teaching and non-teaching staff members to continuously upgrade themselves by creating a conducive environment by providing financial assistance to attend the training programs, granting special/sabbatical leaves for higher studies, writing and publishing research papers, books, etc. PiCA supports faculty members for acquiring higher degrees (Masters & Phd), for which total workload of lectures is reduced. Also, special leaves are given to the staff for exams. Sabbatical leave for education is also provided.

From time-to-time faculty are motivated to work on different research-oriented projects that can be beneficial to the institute or can be a new exploratory study.

Student's & Juror's feedback help to improve faculties output. This feedback covers their teaching methods, personality & communication. It helps faculties to identify their own strengths and weaknesses and helps them to improve their performance.

In PiCA Performance Appraisal system is objective and transparent, and the criteria used for evaluation

is clearly defined. It focuses on their teaching skills, research work, student feedback, and contribution to the institution. The recommendations based on the performance appraisal of the employee are reviewed by the Principal and Management. Annual increments, in general, will be paid in the month of January of every calendar year.

Suggestion Boxes are installed at different strategic locations which are not under CCTV surveillance. Employer's feedback is collected once students complete their internship which keeps the Institute on track to check whether students are competent enough for current best architectural practices.

For Medical concerns, the Institute provides maternity paid leave of three months. The extension is given for maternity leaves in certain situations. Medical leaves support staff in their serious medical issues.

The system in PiCA is objective, transparent, and flexible to ensure that the staff is motivated to perform to the best of their abilities.

Leave: The Institute has various leaves like casual leave, sick leave, earned leave, maternity leave and compensatory leave.

EPF: The scheme is implemented for all teaching and non-teaching staff members.

Recreational Activities, Sports & Gymkhana: Institute has a full-fledged Gymkhana with indoor and outdoor sports facilities.

Health Awareness Programs: The Institute arranges health awareness programs like health check up camp, Yoga sessions.

Employees' Credit Society: The Institute has a Credit Society for any employee in need of financial assistance can approach and get the assistance depending on requirement and need as per credit society policy.

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: 51.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	34	0	3	33

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

6.3.3

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

Response: 67.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	40	9	17	34

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	0	6	0

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

PiCA undergoes internal and external audits annually. The Mahatma Education Society, being the governing body, appoints auditors for the institution to analyze annual expenditure done against its yearly budget effectively.

The audited accounts of PiCA are critically analyzed by the Shikshan Shulk Samiti (Fee regulating body) of the Directorate of Technical Education (DTE), Government of Maharashtra.

Governing body appoints auditors on a yearly basis. The Internal auditors are in regular contact with the accounts department, observes and audits the financial working of PiCA.

The Internal auditor for the current year is CA Yash Poptani. and the external auditors is Y.S.Muzumdar & Co.

Most of the transactions are in non-cash mode and records are prepared using Tally ERP 9 Software which carries out efficient transactions, provides accuracy, and saves a lot of time. It is used for salary related computations and disbursement and also for Income Tax purposes including generating of Form-16 .

The salary of each employee, reimbursement & remunerations are directly credited into their bank accounts. Easy Pay is used to generate the quarterly income tax returns of the taxes deducted at source for various activities including monthly salary.

PiCA creates its own budget and the budgets of all departments in MES are collectively inspected at the campus level in consultation with the accounts department & management.

Financial resource for the Institute is by way of tuition fee, which is recorded in the auditor statement as a proof for the mobilization of the funds. The financial committee does the optimal utilization of the funds through budget allocation and take approval from the management.

Institute assigns funds for different regular yearly expenses like salary of teaching, non-teaching & visiting faculty, equipment & apparatus, workshops & seminars, exam remuneration, FDP reimbursement etc.

ICT facility is successfully developed in which computers are made available for the staff as well as students. PiCA is investing in projectors, webcam, headphones, speakers and new subscriptions which helps in case of e-learning.

In PiCA, the student council has its own budget which is managed by the students themselves to organize annual extracurricular events like kinesthesia, cultural, sports, etc. This in a way benefits students to learn to manage their expenditure to align with the budget framework of the council.

PiCA is proud to record that no audit objection has ever been reported in its 30 years of existence as the accounting processes and practices are done very carefully and precisely by skilled individuals.

Regular tracking of funds helps to maintain the financial expenses of the college and also guides in achieving goals for the financial year.

This ensures the security to all debtors and all payment of salaries on time to its employees. PiCA has been always planning well in advance for its investments so as to achieve the same goal of ensuring control over expenditure.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of MES Pillai College of Architecture began functioning from the year 2017. This was done in anticipation of proceeding for NAAC accreditation and to familiarize all stakeholders about the importance of Quality Assurance in academic functioning.

The committee consists of the Principal, senior faculty members, office administrator, librarian, student representatives and representatives from the management, industry and alumni. We have been holding 2 to 4 committee meetings every year, mainly with the internal members present, discussing quality procedures to be adopted for the smooth functioning of the college towards achieving its academic goals. Once the NAAC accreditation is obtained this process will be properly formalized.

Since its inception, IQAC of PiCA has also initiated the following quality procedures to be adopted for the smooth functioning of the college towards achieving its academic goals.

1. Bi-annual faculty workshops: The IQAC conducts bi-annual faculty workshops to comprehensively review the academic work carried out in the preceding semester, particularly in Architectural Design and Allied Design courses and to discuss the design project briefs for introduction in upcoming semesters. Faculty teams of each year present the outcomes of the Design Studios, the jury (external examiners) feedback and the student feedback. They also present the teaching plans for the upcoming semester and invite feedback and suggestions from other teachers. The institute aspires to implement our program outcomes (PO's) and assess their success through IQAC workshop to evolve the methodology consistently.

These workshops have contributed towards creating a holistic understanding of the learnings carried out and achieving productive horizontal and vertical integration of Architectural design with other courses in the curriculum.

2. Initiation of observing UN Days and National days: In keeping with the Sustainable development goals of UNDP, the institution now observes various UN days as relevant to the students of architecture – World Environment Day, World Toilet Day, World Water Day, etc. by holding invited guest talks, student design competitions, exhibitions of documentations, tree plantations, eco-friendly activities etc. These have helped in making the students aware of the issues and make them committed towards the actions needed.

3. Awareness about the 7 Criteria of NAAC Accreditation: The committee meetings have devoted themselves to make all faculty members aware of the importance of the seven criteria laid down by NAAC. This is to streamline the individual efforts towards a common goal of preparing for the accreditation. Several procedures of academic and administrative functioning of the institution have got streamlines due to this.

Finally, after the first cycle of accreditation, the goal of PiCA IQAC will be to formalise its operations, carry out further reforms in the quality processes, establish strategies for quality assurance by learning from existing methods and best practices, and to introduce programs for capacity building and training.

File Description	Document
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
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Pillai College of Architecture is deeply committed to meeting the physical, mental, and emotional needs of all its students, faculty members, and support staff. Central to the ethos of MES and PiCA is the empowerment of women and the promotion of gender equity. At PiCA, conscious efforts are undertaken to foster a positive shift in attitudes, striving to achieve gender balance within the institutional framework and in all its outreach activities.

In recent years, there has been an observable surge in the number of female students pursuing an education in architecture. To facilitate this trend, the institute provides a hostel facility for girls, staffed around the clock by a dedicated caretaker, for students coming from distant locations. This provision is paired with the responsibility of cultivating an environment conducive to gender equality. This commitment extends to pedagogical inclusivity, with students being actively encouraged to prioritize gender-sensitive planning. They are thus taught to consider and incorporate gender perspectives in design strategies during the planning process.

This commitment to equity is manifested in several ways:

1. A Women's Development Cell operates within the institution, tasked with sensitizing the community and raising awareness about gender issues, thereby fostering a heightened sensitivity to women's needs.

- A professional counsellor, Ms. Yvete Lee, is on hand to provide consultations for students, faculty, family members, or anyone concerned about a specific student.
- The institution also runs a mentor-mentee program, in which each student is assigned a mentor who provides guidance on both academic and non-academic matters.
- The institution offers common rooms for students, complete with a sick room for those who may need it.
- Boys' common rooms are situated within the gymkhana area, and clean, separate washrooms for men and women are available on each floor.

2. A Grievance Redressal Committee attends to student grievances regarding academic and administrative conduct.

3. An Anti-Ragging Committee ensures a safe environment, sternly prohibiting any form of ragging, according to the regulations.

- Posters advocating this policy are prominently displayed throughout the campus, and suggestion/complaint boxes are located in the office area.

4. An Internal Complaints Committee exists specifically to address issues raised by female students, thus maintaining a secure and comfortable environment for them.

5. The safety and security of women employees on campus are rigorously monitored through a staff of eight security personnel working 24/7 and surveillance via CCTV.

- Adequate lighting is provided throughout the campus, illuminating all crucial locations, classrooms and common facilities.
- Entry into the campus is strictly regulated, with only individuals possessing a college identity or visitor's pass permitted.

6. The institute also provides an insurance policy cover for all enrolled students.

Pica enthusiastically commemorates many national and international days, events, and festivals. These celebrations serve as a valuable opportunity to fortify the social and emotional bonds within the institute.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

Pillai College of Architecture is actively engaged in promoting an inclusive environment and encouraging students to become responsible citizens. The various initiatives and events organized by the institute are not only contributing to societal and environmental issues but also fostering unity and diversity among the students and nearby community members.

The focus on ethical issues, human values, and environmental management in the curriculum shows a commitment to producing students with high technical and moral values. The institute takes charge of organizing community service days, reaching out to orphans and senior citizens, and conducting events like the Jumble sale to encourage collective donation.

Celebrating festivals like Onam, Marathi Bhasha Diwas, and Shivaji Jayanti reflects our institute's belief in VASUDHAIVA KUTUMBAKAM, showcasing unity in diversity and promoting cultural awareness among the students.

Commemorating Constitution Day to acknowledge the adoption of India's constitution is a valuable initiative in instilling a sense of patriotism and respect for the country's legal foundation.

The focus on organ donation awareness, community service for orphans and senior citizens, and relief efforts for flood victims demonstrate a deep commitment to social welfare and compassion. The Mask donation drive during the pandemic and support provided to the Panvel Gurudwara to feed the hungry show our dedication in supporting the community during challenging times.

The bird feeder design competition is a unique and creative way to foster awareness and appreciation for the natural world around us, which is often overlooked in urban environments.

These events and initiatives demonstrate the commitment of Pillai College of Architecture in creating responsible and compassionate citizens who are actively involved in the betterment of society and the environment. By instilling high moral values and encouraging students to engage in community service and cultural activities, the institution is playing a significant role in shaping the character and perspective of its students.

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:

PiCA contributes to the development of its students with a focus on holistic learning through creating environmentally conscious and socially responsible individuals. By integrating environmental and social values into the education system, fostering practical experiences and engaging with the community, the institution contributes to building a more sustainable and empathetic society. With the practice of competency enhancement, the students are prepared for the complexities of the professional world which is explained through TWO best practices below.

Best practice 1

Title of the Practice: **ENVIRONMENTAL AND SOCIAL VALUES**

Objective of the Practice:

- Creating environmental and social awareness
- Conserving natural resources and promoting a clean and green environment.
- Educating people about the hazards to the environment.
- Enriching people with environmental sensitivity and social values.
- Formulating a baseline for future professionals to become socio-ecologically responsible individuals.

Context:

The practice acknowledges the vital importance of a clean and sustainable environment for the well-being of humanity and all living beings. Human activities, such as pollution, deforestation, and climate change, have adverse effects on the environment and society. To address these challenges, the practice aims to instil environmental and social values among individuals.

The Practice:

Integration in Syllabus: The practice includes environmental and social topics in the university syllabus to ensure that every student is exposed to these critical issues.

Practical Learning: Apart from theoretical knowledge, the practice emphasizes hands-on learning experiences, such as field trips to environmentally sensitive areas, nature walks, and waste management workshops.

Awareness Campaigns: Regular awareness campaigns are organized to educate students and the local

community about environmental issues, sustainable practices, and social responsibilities.

Green Initiatives: The institution actively implements green initiatives like waste reduction, recycling, energy conservation, and promoting the use of renewable resources.

Community Engagement: Students are encouraged to participate in outreach programs, volunteer work, and community service to understand societal challenges and contribute positively.

Competitions and Events: Environmental and social-themed competitions, seminars, and events are organized to engage students and promote their creativity and problem-solving abilities.

Evidence of Success:

Increased Environmental Awareness: The assessments show a significant increase in environmental awareness among students and staff through experiential and participative learning.

Sustainable Campus: The institution's efforts lead to a noticeable reduction in waste generation, energy consumption, and carbon footprint.

Positive Community Impact: Community feedback and participation in various initiatives reflect the positive impact of the practice on local society.

Student Projects: Students' projects and research papers on environmental and social issues gain recognition and awards at regional and national levels. It helps enhance competency through problem solving methodologies.

Problems Encountered and Resources Required:

Resistance to Change: Some students and staff may initially resist adopting sustainable practices and social responsibilities.

Funding and Resources: Implementing environmental initiatives and conducting outreach programs may require additional funding and resources.

Continuous Efforts: Sustaining the impact of the practice requires ongoing commitment and dedication from both students and the institution.

Stakeholder Engagement: Involvement and cooperation from all stakeholders, including students, faculty, administration, and local communities, are essential.

Best practice 2

Title of the Practice: **COMPETENCY ENHANCEMENT**

Objective of the Practice:

· To provide students with hands-on practical experiences that improve their research, analytical thinking, and technical skills.

- To foster a competitive spirit among students, encouraging them to go beyond the curriculum and acquire additional industry-relevant skills.
- To emphasize conscious and empathetic engagement with others' narratives, enhancing students' communication and presentation skills.
- To promote teamwork skills and socio-cultural tolerance through collaborative learning experiences.

Context:

In today's rapidly evolving professional world, academic excellence alone may not be sufficient to succeed. This practice recognizes the importance of equipping students with practical competencies, a competitive mindset, and a strong sense of empathy for effective communication and collaboration.

The Practice:

Skill-Building Workshops: Focusing on skills required in terms of soft skills, life skills and employability; PiCA organizes week-long workshops facilitated by experts from various fields, providing hands-on practical experiences. These workshops cover diverse topics and skills beyond the standard curriculum.

Industry Engagement: The institution collaborates with industry partners to expose students to real-world challenges and trends. This interaction helps students understand the industry's expectations and requirements.

Faculty Participation: In-house faculty members actively participate in workshops, setting an example for students and sharing their expertise and experiences.

Special Talks and Presentations: PiCA arranges special talks and presentations that focus on effective communication, presentation skills, and understanding diverse perspectives.

Evidence of Success:

Increased Confidence and Competence: Students who have participated in the workshops demonstrate higher confidence levels in applying their acquired skills in practical situations.

Holistic Learning: The hands-on approach to learning fosters a deeper understanding of concepts, promoting analytical thinking and research abilities.

Industry Readiness: Graduates from PiCA exhibit greater readiness to adapt to professional environments, making them more employable and valued by employers.

Positive Team Dynamics: The collaborative nature of the workshops enhances teamwork skills among students, preparing them for future group projects and team-based work.

Problems Encountered and Resources Required:

Coordinating with External Experts: Arranging schedules with external experts becomes challenging due

to their busy schedule and other commitments.

Faculty Time Management: Faculty members need to allocate extra time for workshop planning and facilitation.

Resource Allocation: Providing the necessary infrastructure, materials, and resources for practical workshops requires budgetary considerations.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Inline to the institute's vision of making responsible technical professional with the help of trained and dedicated teachers, Pillai College of Architecture has taken numerous initiatives to develop both students and faculty.

Pillai College of Architecture has articulated broad institutional goals such as Empowerment of its stakeholders (Faculty, students, employers, alumni).

Conducting impactful research and encouraging technology transfer, creating social, moral, environmental awareness by following best practices.

Journal of Architecture, Urban design and planning envisages to become a site of sustained, critical engagement with diverse issues in architecture and built environment.

A forum for critical writings for young as well as established scholars from the field of Architecture along with a public lecture series by eminent persons as an extension activity is organized by the Institute.

Tekton: A Journal of Architecture, Urban Design and Planning

Tekton is a scholarly, refereed journal, being published by Mahatma Education Society, and brought out by MES Pillai College of Architecture. It is a bi-annual publication, with two issues published in a calendar year, with an ISSN number 2349-6282. Since its inception in September 2014, the journal has

published 15 issues (till 2022). To the best of our knowledge, there are only three other academic journals in India in the field of architecture, besides Tekton. These are Journal of Indian Institute of Architects (JIA, since 1930s), Spandrel (by SPA Bhopal, since 2013, discontinued) and Creative Space (by Chitkara University, since 2014). There was a serious lack of credible platforms for the academic community in architecture and planning to get their research published. A culture of academic research cannot be nurtured in a vacuum, it needs avenues for publishing. It was to fulfill this very gap that Tekton journal was initiated, with an aim to foster research and critical writing in architecture that follows the highest academic standard.

Tekton Journal has an in-house editorial committee, headed by Editor Dr. Smita Dalvi, which takes care of all editorial and publishing tasks. The committee is guided by an esteemed editorial board composed of eminent academics from India and abroad, many of whom contribute in the task of peer reviewing. The policies are reviewed in their consultation. The publication policies maintain the high standards of academic integrity, peer review process and anti-plagiarism guidelines. There are no publication fees or advertising. The policies are clearly highlighted on the journal website.

The journal is being financially supported by Mahatma Education Society as a service to the research community in the fields of architecture and planning. We also invited subscriptions, and at one time, there were about 70 subscribers including a few foreign universities. Irrespective of subscription, the journal was sent to every architecture college in India on a complimentary basis, so that the published research reaches widely. Beginning from 2020, the college has decided to publish all subsequent issues on the journal website with open-access. Again, the objective is to widely and freely disseminate the knowledge produced to benefit the profession of architecture. Besides research papers, the journal accepts academic essays in long form and book reviews, and also conducts wide-ranging interviews. The contents are diligently curated and the issues are aesthetically designed to promote readership among not just academics but also students and professionals. All 15 issues are available for free downloads on the website: tekton.mes.ac.in. The contributors have been from India and abroad, from senior

professors and professionals to budding researchers and even the students who all undergo the same review process.

The Tekton Journal is the most unique contribution of our college to the architecture community. It has become a site for sustained critical engagement with diverse issues in architecture, the city and built environment while framing debates within and across the disciplines. The process of including it in various databases and UGC lists is undergoing at present.

Tekton Talks

"Tekton-Talks"- is a public lecture series, held as an extension activity of the Tekton Journal. The series was initiated in December 2015. So far, 12 Tekton-Talks events have been conducted with 17 individual talks (till March 2023). The venues have been either the auditorium of the K.M.Vasudevan Pillai Campus where our college is located OR the open-air theater at Urban Haat at Belapur, Navi Mumbai. Both the venues have a seating capacity of 300 people. Our alumni association, X-Picans, have been a major partner in organizing the Talks. All Tekton-Talks events at Urban Haat at Belapur are conducted as a part of 3-day Mindscape Festival: a festival of ideas which is being organized by the alumni association. During the pandemic, 2 events were organized online.

The talks are arranged as public events, open to all for free. On an average 250 people attend the talks which includes students and teachers of architecture, architects, and members of the general public. The list of speakers includes illustrious architects, academics, architect-filmmakers, eminent artists and even social science researchers. A few of the talks were accompanied by exhibitions of the guest architect's works. These exhibitions were also open to the public. All details are available on the Tekton journal website: tekton.mes.ac.in

Ph.D. course in Architecture, Navi Mumbai

In continuation with our strong tradition of excellence in education, Pillai College of Architecture has entered into a new phase towards growth on the path of Research in Architecture. Under the banner of University of Mumbai, ours is the first preeminent active Doctoral research Center. Pillai College of Architecture started its Ph.D. in Architecture program in the academic year 2017-18. It aspires to inculcate core proficiencies such as critical thinking, research writing and publication along with the rigorous coursework.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Being affiliated to University of Mumbai, PiCA follows University syllabus, calendar, examination schemes and admission procedures.

Links to the Program syllabus of Mumbai University is as follows:

B.Arch. - <https://pica.ac.in/academics/bachelor-of-architecture-b-arch/curriculum/>

M.Arch. - <https://pica.ac.in/academics/master-of-architecture-m-arch/curriculum/>

Ph.D. - <https://pica.ac.in/research/pica-ph-d-centre/mu-circulars/>

Similarly, being a professional degree college, PiCA follows Minimum Standards of Education - 2020 provided by an apex body of Architectural Education and Profession "Council of Architecture", New Delhi.

<https://www.coa.gov.in/showfile.php?lang=1&level=1&sublinkid=748&lid=599>

Concluding Remarks :

PiCA is a distinguished institute pioneering in several initiatives to offer quality education in Navi Mumbai. We have a distinct identity cultured over thirty years as a humble and steady support system for students of architecture and over a decade for Urban Design. We offer a career path by hosting three programs in continuation. For holistic development of a student, we have achieved a balance of curricular, co-curricular and extra-curricular activities which are tailored for our context.

We rigorously strive to develop a dynamic personality of an architect by creating opportunities of engaging with the industry, practicing professionals and academic peers. Our Masters Urban Design Course aims to sensitize students for Environmental and Sociocultural parameters to design better cities whereas PhD Course aims to orient students towards scientific research and inculcate the spirit and passion for research.

We have over twenty-nine MOU's as proof of effort towards building strong bonds with Industry and Profession. The initiatives of our student's council has become a rigorous active student body and created a strong bond with the institute's context. The on-campus recruitment guidance has provided a crucial support to the students availing a smooth passage into the professional world.

We have continuously embraced research initiatives and invested in developing a research identity. Our Masters and PhD programs have successfully engaged with the complex urban fabric of a developing city of Navi Mumbai. We have done collaborations with local administrative bodies and contributed to their efforts of enhancing the local urban landscape. Our research publication has now given us a presence in the larger research community of India.

Our alumni are spread across the globe, many are successful entrepreneurs or part of Govt decision making authorities and make a meaningful impact on the urban /architectural development. In terms of academics, they

have acquired higher education, continuously upgraded themselves, and some of them are into the action research, which is part of the essence of education at PiCA.

PiCA has been and will always take pride in it's alumni's achievements and their contribution to make better India and better world to live in.