SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

IDEAS-INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

IDEAS- Institute of Design Education & Architecture Studies, Nagpur is the first of its kind Architectural Institute in Central India, which is operated and managed by group of architects having vast experience of teaching and practice. It started as an open platform for exploration and experimentation. The institute believed that it is important to reclaim the roots of cultural values and social base. As per its vision and mission statements, since its inception, the institute has been thriving on recruiting best of human resource to healthily nurture the creative programme in Architecture. This resulted in acquiring a highly committed and motivated faculty having rich experience with specialization done in varied fields of architecture.

Keeping creativity in mind, campus is designed to act as an incubator and boost for exploration and involved learning. At IDEAS, the teaching and learning is believed not to restrict itself within confined built spaces, but to usher out well in adjoining transition as well as open spaces. The Summer & Winter design studios at institute are conducted over and above the syllabus to nurture institutes students talent and skills, especially focusing to concerns pertaining society and its culture of identified region. This reflects in better understanding, which ultimately results in quality publications.

One of the greatest assets of the institute, which has earned recognition and name in the region, is that, out of six graduated batches, students of five batches have received prestigious gold medal for outstanding and shining performance in RTMNU Examinations for being first in order of merit. This is a strong evidence of the institute being academically performing excellently in imparting rich and quality education to its students. Successful career graph and practices by the institute's alumni, results in a well settled professional carrier in architecture or allied fields in a very innovative way.

Based on a survey conducted for competition and academic works of all participating colleges of NASA, the institute is rated as one amongst first top ten architectural institutes within the country. Furthermore, the institute has won first position in Academic Excellence Award constituted by MASA

Vision

Establishing a center of excellence in the entire spectrum of Design Education and Application from Product Design to Architecture and from Applied Arts to Fashion design to serve humanity

Mission

To generate effective synchronization of academicians, professionals, technocrats and students to achieve

'meaningful architecture' for the development of the society.

To sensitize and train the students to develop a sense of commitment, professionalism and inculcate aspiration for continuous update of knowledge, to serve the local and global community

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institute, as per its vision and mission statement, has been thriving on recruiting best of human resource. IDEAS has a highly committed and motivated faculty having both practical and teaching experience with specialization done in varied fields of architecture.
- Keeping architectural creativity in mind, campus is designed to act as an incubator and boost for exploration and involved learning. At IDEAS, the teaching and learning is believed not restricted to formal academic spaces , but it extends into adjoining transition and open spaces.
- One of the greatest strengths of the institute is that out of six graduated batches, students of five batches have received gold medal for outstanding performance in RTMNU.
- Successful career graph by our alumni, resulting in a well settled profession in architecture or allied fields in a very innovative way
- In addition to university syllabus in, the institute has accommodated co-curricular assignments . Summer Design & Winter design studios to nurture talent and skills, exchange of thoughts and participative approach
- The institute with firm dedication involves in working out academic and co-academic assignments across various semesters having a strong research base.This results in detailed documentation and understanding of the rich and diversified culture which ultimately results in quality publications.
- First Architectural Institute in Central India operated and managed by Architects having vast experience of teaching and practice. This gets well percolated and jells correctly to handle administration as well as play active role in academics.
- Based on a survey conducted for competition and academic works of all participating colleges of National Association of Students of Architecture, the institute is rated as one amongst first top ten architectural institutes within the country.
- Institute is identified and rated within top educational institutes within the country as per NIRF Ranking.
- Institute is identified and rated within top architectural institutes within the country for imparting quality education as per India TODAY Survey.
- Identified by R.I.B.A. for inviting students work for very prestigious Sir Norman Foster Travel Scholarship   since   2017.

Institutional Weakness

- IDEAS is located in the fringe area of parental city of Nagpur. Hence it results in difficulty to the students to carry out curricular and co-curricular activities beyond college hours.
- Due to location disadvantage, vendors show reluctance to provide to dedicated leased line   wi-fi network services in campus. This results in limitation to the data speed network.
- The location where the institute is situated is in development stage. It is devoid of the benefits of full infrastructural facilities that are provided by local city administration; out of which public transport in

one. However the institute has overcome this by having its owned in-house buses to pick-up and drop students from various locations within the city.

- As IDEAS is in developing stage both in terms of infrastructure and human resource and that it being self financing institute, there are financial resources limitations as there is no aid whatsoever provided by government.

Institutional Opportunity

- In tune with vision and mission statements of the institute, IDEAS foresees itself as a stable platform to proliferate and launch other creative programmes in the broad domain of design and allied fields.
- Since IDEAS has successfully managed to recruit staff from diversified field of specialization having rich experience of both teaching and practice, the institute aspires to become a premier center for conduct and development of research under its research & publication cell.
- The institute envision itself to join hands with likeminded, reputed architectural institutes of other regions within India and also abroad, by conducting joint design studios, assignments with focus on regionalism, social and environmental concerns.
- IDEAS shoulders the chance and responsibility of active involvement in up gradation and design of new B.Arch curriculum and its structure, thereby meeting the present and future demands of profession and industry.
- To further reinforce the vision and mission statements, the institute has successfully started a post graduate programme M.Arch (Environmental Architecture) which is committed to explore and understand the aspects of sustainability, environment and social concerns in a much detailed and sensible way- the need of an hour.

Institutional Challenge

- Meeting the current trends and changing needs of profession and incorporating the same in academics to make the graduates of the institute profession ready.
- To modulate and refine teaching learning methods and enhance the quality of academics, to bridge the gap between academics and practice.
- To study and understand the socio-cultural and environmental aspects of the region and work out possibilities to academically address the same through carefully and creatively designed assignments by ensuring active involvement of students.
- To understand the talent quotient within students and groom them with specific orientation and guidance to seek various career opportunities and specializations.
- To understand role of flexibility in curriculum as per COA norms and accordingly rope-in additional co-curricular assignments along with regular university syllabus.
- To academically orient students to become a responsible citizen of the society and emphasize their role and responsibility to groom and protect society and environment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution is affiliated to RTMNU and follows the curriculum for both syllabus and scheme of examination

framed by the University. Council of Architecture , the central statutory body, gives broad guidelines for framing of syllabus with provision of enough flexibility to customize the courses within the programme. The institute's faculty members are involved in framing, updating and implementing this syllabus, which further offers provision to develop its own school of thought

This opportunity of developing and customizing the syllabus for institute specific focus, leading to a school of thought is effectively utilized by IDEAS. The curriculum is intensively driven by the thought to give elaborate hands on experience, field exposure, applied research, social and environmental concerns. Based on above focus, the Institute's academic calendar is prepared every year, which includes process for executing academic activities as per the academic planning. The faculty in charges for various courses and academic coordinators prepare the scheme for coordination, implementation and effective delivery of the curriculum.

The institute strongly believes in a close and intense relationship of curriculum and industry, thus various certificate courses, workshops, seminars and Guest lecturers becomes the integral part . Yearlong activities are conducted to make students part of various social and community services which goes in coordination with the value added courses to enrich the curriculum. The Institute organizes various programs like Personality Development, Yoga, workshops . Issues related to environment and gender equality etc. are also addressed frequently through co curricular and extracurricular activities like tree plantation, forming environmental committee, celebrating women's day etc. The teaching staff attends refresher courses, conferences, workshops and seminars to update their knowledge.

The Institute provides opportunities for better exposure to the students by conducting Internship and field projects for every semester. The Institute follows a feedback process to collect feedback from various stake holders on curriculum, delivery of course content, activities, seminars, workshops and infrastructural facilities. The institute has given due consideration to the suggestions and taken constructive action on the feedback by stakeholders, and considered further modifications in the curriculum.

Teaching-learning and Evaluation

 IDEAS, has identified and recruited most experienced staff from diverse field of specializations due to which the preference of the students to first year at the institute is top and is almost full.

The institute addresses different diversities of students from all parts of central India, with a homogeneous mix of students ranging from different social, intellectual and economic background. Catering to student's capabilities and creative skill abilities, the Institute gives specific attention to the slow learners and advanced learners.

The student teacher ratio is very lean, which allows all the teachers to give adequate inputs to the students. All the teaching faculties recruited by the institute are encouraged to practice. It is the only institute in the region in which most of the faculties are post graduates from renowned institutes across the country.

Including the Innovative and creative teaching learning methods in academic module, which is resultant of flexibility provided by COA, the institute has earned recognition reflected in the Vertical Design Studio, Rural

Design Studio, Urban Design Studio, Landscape Design Studio, Environment Design Studio.

Evaluation process being robust and transparent, the marks are communicated to students by displaying them on notice boards to resolve their grievances. The institute, communicates the Course outcomes, program outcomes and program specific outcomes to the students, and thus the assignments are framed.

The library has sufficient stock of books and also has sufficient resource material with e-learning tools with library book identification and procurement process. The procurement and augmentation process is very open ended such that all staff and students are part of recommendation and purchase process.

In the institute, the students who are undergoing academic stress or other related issues, special mentoring is provided to motivate and distress by assigning councilors and mentors. Such students undergo various sessions to overcome the deficiency.

The Institute adheres to academic calendar which is well in tune with the annual calendar published by affiliating university and all students are communicated about it well in advance prior to commencement of the session.

Research, Innovations and Extension

The Institution has a strong research base in the field of architecture & design. These projects are carried out by students in coordination with Research Committee across all semesters and intense at seventh semester through the course Research Skills & Project Introduction. Every design and studio assignment has a research and innovation base. The institute has its own publication cell, with ISBN numbers to published book.

The institute trains student for practicing independently. Incubation ecosystem is strongly weaved in the teaching methods of syllabus. Through selection of independent projects encouraging the students to sow the need of startup at very early stage of graduation. Open juries, presentations etc. are routine activity for all major studio courses, exposing students to open criticism by the professionals from the industry. Architecture being an applied professional programme, prepares the students to practice and setup independent enterprise, thus creating jobs for others within the society

Apart from regular syllabus as prescribed by university, various studios and assignments are well responded by students through their active involvement and participation in co-curricular events like Vertical Design Studio (VDS), etc. which is the hallmark of creative and innovative teaching methods is an inherent part of academics at the institute.

Field trips and site visits is part of academics to improve their awareness of the prevailing field practices. The institution has signed MoUs with the government & non government organizations, reputed institutions and practicing architects for student internship programme, consultancy services and guidance.

IDEAS is amongst ten architecture schools in India, who has been identified and invited to participate in the internationally reputed RIBA (Royal Institute of British Architects) Sir Norman Foster Student Travel Scholarship. Events such as Tree Plantation, Green Campus-Clean Campus, Blood Donation camps, are organized. The institute is proactive in organizing various activities for sensitizing students to social issues.

IDEAS, over a period of ten years has taken up responsibility of documenting architecture and design in villages of central India. These projects have been recognized by awards and citations at zonal and national level by Council of Architecture Heritage Awards.

Infrastructure and Learning Resources

The campus of IDEAS is designed, that allows students and teachers to carry and nurture this creative spirit within the campus. The building footprint is perforated with open to sky green courtyards of various scales and hierarchy. These courts allows light to adjoining spaces and also brings trees and other flora within the building. The building material selection is done such that it helps majority of building materials and technology made available to students to learn. The transitional and interactive spaces are provided in the institute to encourage off class room, informal interaction. The formal facilities includes, Classrooms, Lecture halls, Smart Classrooms, Studios, LABHUB and Workshop.

The institute has computer lab with plotters, printers, scanners & wi-fi routers. The workshop and model making facility is equipped with both hand held and motorized tools to execute finished quality in models. A centralized LABHUB has Climatology, illumination & acoustics, fire fighting services, plumbing, sanitation display. The support facilities like boys common room, girls common room, research and incubation cell, staff cubicles, faculty lounges etc. are interwoven with the campus.

Sports facilities like Table Tennis, Badminton, Carom, Chess are in the campus and used during cultural festivals. Outdoor sports facilities like Volleyball, Kabbadi etc are played in the institute's playground.

IDEAS has, air conditioned auditorium with AV , Wi-fi for internet reference and cameras to record lectures, presentation. OAT is utilized as interactive space and cultural events like SPICMAKAY, FIESTA, vertical design studio, blessing ceremony. Every year, a constant provision of expenditure in the budget for infrastructure augmentation is provided on incremental basis which ensures availability of such facilities on a continual basis.

Institute has Adequate number of ICT Facilities, with the provision of Wi-fi and LAN facilities in all Studios and lecture rooms,, in addition to this institute has Smart Class room and All lecture rooms has the facility of LCD Projection well in place.

The institute's Library has Integrated Library Management System(ILMS) SyNchRoniKInc. It has books and journals exceeding to both titles and volumes. The library also has access to various E-Journals via DELNET-Developing Library Network

Student Support and Progression

The admission process at IDEAS is through CAP. The seat allotment is as per merit and as per the reservation of various categories like, SC,ST, NT OBC, free ship/scholarships are granted to these students. The institute too offer scholarships across all semesters based on academic performance of the students.

The teaching learning process at the root fundamental is enhanced by several academic capability enhancement and development of events like guidance for competitive examinations, career counseling, yoga meditation etc.

The Institute has various committees such as Internal Complaints Committee (ICC), Anti-Ragging Committee, Sexual harassment Committee to address the grievances of the students.

The institute by virtue of strong quality rich academic background, in many cases is invited by local bodies / government organizations to work out possible solutions for the betterment of the community.

Campus Placements as an activity is not required in architecture programme. As the pass outs are market ready entrepreneurs, they can start their own practice as an professional architects by seeking formal approval and registration from COA. Such graduates create employment to many other people like, contractors, site engineers, draftsman etc In the recent trends, due to recognition of institute in market, few national and international companies/ offices has approached exclusively to IDEAS to select and recruit fresh graduates, thus bringing laurels to the institute at regional and national level.

Many students aspire for higher education after graduation in reputed institute by clearing scholarship examinations like GATE, CEED etc. The college has active students representation in professional societies like IGBC, Rotract club, NASA, ACCE. The representation of students is also a part of various bodies like Internal Complaint committee (ICC), Internal Quality Assurance Cell (IQAC). Academic development committee (ADC), National social service (NSS), Environmental Committee (EC)

The alumni of the institute are well placed in industry and society. The institute identifies and encourages

alumni to participate actively in core academics and teaching on a regular basis. Such activities provide a constant check and update of teaching practices on regular basis.

Governance, Leadership and Management

At IDEAS, the Principal shoulders the responsibility of implementing the decisions taken by Governing council in accordance with the policy and budget. The head of the department then implements the academic decisions through various bodies and committees. The administrative office looks after the day to day functioning of the institute, the non teaching staff including accounts.

The Institute has unique organizational structure to support participative management for effective decision making. The participation of every stake holder in the development along with 'Decision making' is a democratic process; and the same is very well understood at the IDEAS. The cumulative wisdom achieved through decentralization, is placed at the top priority right from the inception.

As a part of e-governance, the Institute has automated major processes. A strategic plan for 5 years is aligned with the vision and mission of the institute. Stakeholders of the Institute are involved in Committees/ Boards at various levels for sustaining institutional capacity and education effectiveness which is reflected through organizational structure of the Institute. The minutes of the meeting of all the committees are communicated and maintained. Service rules, employee welfare schemes, promotion systems are well defined. The institute promotes and provides adequate support to the faculty for professional development for attending conferences /workshops. Professional Development Programmes for teaching and non-teaching staff are organized at the Institute.

Performance appraisal of faculty is done annually. Various welfare schemes are available for teaching and non-teaching staff associated with the institute. The institute regularly conducts financial audit through the appointed auditors for each financial year. The management has appointed internal and external auditors for statutory auditing and monitoring of financial transactions.

The newly formed IQAC has been well woven in the implementation system; giving an edge over the previous functioning by streamlining and ensuring the quality in academic and overall administration of the Institute.

Institutional Values and Best Practices

IDEAS has always strived to better its institutional values and practices in keeping with its core values and ideology. Its mission highlights its aim for holistic development of students and its commitment towards the environment and society at large.

Sustainable practices are followed and integrated in the design of building of the campus. Courses like climate & architecture; electives like Environmental studio, Rural Architecture, Vernacular Architecture, Appropriate Technology, Eco-friendly Architecture, Sustainable Development, Man Environment Relationship etc. are very carefully handled and effectively delivered through conducting various assignments and projects.

The institute also demonstrates an intense concern about use of energy sources. As a result, IDEAS has commissioned 28 kw on grid roof top solar project for electricity generation. The institute has a robust waste management policy. Bio-degradable waste is converted to compost to be used as a manure in the landscaped area of the campus.

The institute is differently able friendly, with provision of ramps, rails and wash rooms (exclusively designed considered differently able requirements). The institute has dedicated wheel chair for such users.

The strength of the institute lies in its commitment to the community. It instills in its students an innate responsibility to use their skills for betterment of society by encouraging them to contribute to live community projects at city level and especially in surrounding rural areas. Rural Design Studies and Urban Design Studies involve them in issues faced by the people and enable to use their skills to generate solutions.

The faculty and students have also responsibly engaged with people and communities, fulfilling its role in making knowledge and information accessible to people.

The Institute offers and facilitates professional skill and employability enhancements activities for students by conducting various technical skill programs, organizing technical events and workshops for skill enhancement of the students. The institute encourages students' participation in national competitions and training programs/ workshops. The Institute has a strong industry connect.

The Institute is distinctive in its synchronization of architecture with all allied fields of design. It organizes regular seminars and workshops to expose the students to various allied arts.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	IDEAS-INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES
Address	HUDKESHWAR ROAD-OUTER RING ROAD JUNCTION POINT, POST PIPLA, NAGPUR
City	Nagpur
State	Maharashtra
Pin	440037
Website	www.ideasnagpur.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	ABHAY VINAYAK PUROHIT	0712-2744577	9922556866	-	ideasnag@gmail.com
Professor	PROF. MILIND KESHEORAO GUJARKAR	0712-	9823097688	-	milindkg2@rediffmail.com

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 minroity institution	No

Establishment Details	
Date of establishment of the college	01-01-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	11-11-2019	[View Document](#)
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	[View Document](#)	15-05-2019	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	HUDKESHWAR ROAD-OUTER RING ROAD JUNCTION POINT, POST PIPLA, NAGPUR	Semi-urban	2	5257

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BArch,Architecture	60	HSSC or equivalent with fifty percent marks in mathematics physics and chemistry	English	120	120
PG	MArch,Architecture	24	B.Arch. or equivalent	English	20	7

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	4	0	0	4	2	3	0	5	7	3	0	10
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	3	0	0	3	1	1	0	2	12	10	0	22
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	12	9	0	21
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	6	0	0	3	5	0	15	7	0	36

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	6	1	0	7

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	186	5	0	0	191
	Female	310	9	0	0	319
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	11	0	0	0	11
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	6	2	8	3
	Female	1	3	6	13
	Others	0	0	0	0
ST	Male	0	2	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	11	16	8	4
	Female	30	18	14	10
	Others	0	0	0	0
General	Male	29	22	22	29
	Female	49	42	51	59
	Others	0	0	0	0
Others	Male	0	2	4	4
	Female	3	1	7	4
	Others	0	0	0	0
Total		129	108	120	127

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 90

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	1

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
522	499	444	461	408

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2018-19	2017-18	2016-17	2015-16	2014-15
70	70	70	70	60

File Description	Document
Institutional data in prescribed format	[View Document](#)

Number of outgoing / final year students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
96	95	112	80	80

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
46	44	41	33	29

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
46	44	41	33	29

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 22

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
91.92	122.09	85.86	70.86	56.48

Number of computers

Response: 54

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The Academic Development Committee of the institute prepares comprehensive academic calendar after duly considering the teaching hours required for all the courses as prescribed under Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur. The time table is synchronised to cover the syllabus. This process is conducted and documented as follows:-

·   Academic calendar for the upcoming academic session is prepared with respect to the Annual timetable scheduled by the university, in advance during the preceding academic year and is then communicated to all faculty members. They are allotted courses with their expertise and preferences by the Academic Development Committee in consultation with the faculty members.

·   Faculty members allotted with common courses forms a group and conducts series of meetings, under the course head, in order to plan and execute the curriculum effectively.

·   All course heads propose a structured course plan for the upcoming session.

·   All the groups of faculties/ individual faculties are required to submit their lesson plans as per the course plan stating the incorporation of collaborative learning, group learning, field exercises, site visits, experiments along with the sessional work prescribed by RTMNU syllabus.

·   After formulation of course plan and the course outcome along with evaluation scheme is communicated to students by undertaking the first lecture as an orientation of the course.

·   Evaluation of student's sessional work is done by the faculty members throughout the session. The course progress is reviewed every month by Principal, head of the department, along with the Academic Development Committee (ADC) and IQAC in order to check the timely completion of the course plan, pedagogical approach and other planned activities. The deviations and lag if any is corrected by requisite means such as allocation of extra classes or remedial sessions, etc.

·   The effectiveness of implementation of course plan is reviewed by the course head. Midterm reviews are conducted and as per the results, the students are specifically mentored for improving their performance. The entire documented outcome is then presented as required by ADC. All the group activities, field exercises and site visits, expert lectures, evaluation reviews conducted by external faculties are well documented.

·   A comprehensive review is then taken at the end of every semester for collecting the final feedback

from the faculty members in order to understand, identify the problems confronted and the remedies imparted.

·   After the semester, a course exit survey is collected from all the students of all the semesters for each course which is then analyzed and progressive action is taken. Thus the institution ensures curriculum planning and its implementation to attain its desired effectiveness.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 4

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 95.85

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	1	6	6	5

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 60

1.2.1.1 How many new courses are introduced within the last five years

Response: 54

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 2

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 14.19

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
203	160	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Gender–Institution follows a co-education system which ensures all genders are provided with equal opportunities in terms of academic, administration and employment facilities. To ensure an environment free from gender violence and discrimination, separate Internal complaint committee and Anti – ragging Cell is constituted to solve issues in the institution.

Institute conducts various awareness programs like international women's day, lectures by women architects and institute has signed an M.O.U. with an NGO (OLAWA) which works in the field of woman empowerment.

With higher female to male ratio, Institute promotes equal participation in various co-curricular and extra -curricular activities at institutional level and other platforms.

Environmental sustainability – Institution undertakes program at post graduation level such as M.Arch in Environmental Architecture for sensitizing individuals towards environment responsive architecture. Institution is keen on addressing various issues related to environment through various courses under undergraduate program. We also offer courses such as man and environment, landscape architecture, rural architecture and urban design studies to sensitize students towards environmental and sustainable issues. Fundamental course such as "climate and architecture" enable students to register and analyze various technical parameters of environment. The Institution has setup a climatology Lab to further encourage and support students to address various climatic parameters.

Various initiatives taken by institute for environment and sustainability are –

1. In-house rain water harvesting system and Drip irrigation system.

2. Rooftop Solar panel system.

3. Paper recycling.

4. Tree plantation in association with rotary club, Nagpur.

5. Green practices.

6. Vehicle sharing.

6. Collaboration with Rotaract club, Nagpur for tree plantation activities.

7. Green campus initiative has also been undertaken in the year 2018. Under this initiative some part of garbage which is generated within institution is recycled and turned into manure.

8. The institute has collaborated with "Indian green building council" (IGBC), Vidarbha chapter and signed M.O.U. with GRIHA.

Human values – Students are exposed to human values by introductory subjects like – art appreciation, workshop practice, basic design and visual arts, history of architecture, Rural Design Studies, Vernacular Design Studies and Urban Design Studies which sensitizes them towards moral and social responsibilities of the society. The institute celebrates various national days such as teacher's day, Architects days, Independence Day and republic day to inculcate the value of nationalism and integrity within its students.

Professional ethics – Human Dignity, Social Responsibility, fulfilling commitments, Professional leadership and Mutual trust are core values practiced right since the inception of the institute. Students are introduced to subject like professional practices and internship where they understand the value of professional ethics which enables them to develop a sense of profound professionalism and inculcate values to carry out ethical practices as a part of mission statement.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 14

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 14

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 32.76

1.3.3.1 Number of students undertaking field projects or internships

Response: 171

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: E. Feedback not collected

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 9.24

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
59	50	43	35	32

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 89.14

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
127	120	108	129	120

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
140	140	140	140	120

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 81.43

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
39	47	44	51	47

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

IDEAS has a participatory approach of teaching learning and is adopted for various intellectual capabilities of students joining the institute. Admissions in Architecture are based on student's NATA score and aggregate Score at 10+2 board examinations , which together decides the students standing in merit list of centralized admission process (CAP) conducted by the state of Maharashtra .

The Institute caters to mix of students from different social background and understanding levels. Each Year before commencement of First Year Architecture, an **Induction programme** is organized for students it is followed by one Week **Orientation programme**. The objective being to access the talent in technicality , creativity and skills like sketching , rendering and visualization etc of the student, to undertake the creative course of Architecture. The other objective is to make students develop skills for working small assignments like Model making using basic material, graphic skills, sketching etc.

Performance of Students in Recapitulation exercise, time problem, eassy writing, interaction , workshops enables the teachers to understand the learning capabilities of students at early stage and helps them to determine the possible course of action to deal with slow as well as advanced learners by floating customized made assignments and working out strategies to mentor students accordingly.

Identification of Slow Learners :

Learning level of students are assessed through following activities :

- The score of the Aptitude test (NATA) for 1st Year Students.**
- The Orientation program to understand knowledge of a student regarding basic design , visual arts , creativity and sketching rendering *.
- Students performance in Interim Juries ,Assignments ,field work and electives.*
- University Examination Results

Based on the analysis of these activities students are categorized as **A: Merit , B: Above Average , C: Average and D:Slow Learners**

A. Activities planned for slow learners :

1. Students with less design flair and inclination towards technical aspects are identified and are given personal hearing by the concerned faculty to improve upon by following the concept of "Hand Holding" to give necessary inputs in order to make the slow learners match with the academic pace of the batch*.
2. Internal exams / Numerical Solving sessions for few theory subjects conducted to prepare students for university exams.
3. Every Student is given a **"Design Card"** to monitor his progress.*
4. Sessional improvement examinations conducted for students with internal backlog*.
5. Academic performance of slow learners are shared with their parents*.

B. Activities for Advanced learners :

1. Encouragement for participation in Various National , Regional and International Competitions* .
2. Mentoring for career counseling to qualify in competitive examinations and to pursue higher education *.
3. Interaction of academic toppers of higher semester with lower semester students to guide them in their studies / Studios*.
4. Appreciation of academic toppers by certification , cash prizes and felicitating them during annual events*.

Academic toppers are selected as Student representatives for National Association of Students of Architecture (NASA)*.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 11.35

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response:

At IDEAS, we believe in participatory teaching and learning process. Student Centric Pedagogy (Method of Teaching) are core of the institute. Modification and Interpreting the Syllabus as per the need and demand of the profession is one of the key steps for Student Centric Pedagogy (SCP)* . Electives allows students to choose area of their interest and specialization , which are intensely carried out in the elective module held at the start of both the sessions .

At IDEAS, all the faculties are practicing Architects* .These faculties are passionate about the academics and always strive to bridge a gap between the professional practice and the academics. They bring in the professional / practical knowledge of architecture which becomes a major part of teaching students at our institute.

A. Experiential Learning :

1. Hands on experience of theoretical knowledge through performance in field studies , workshops , Construction Yard , experimentations Simulation software's in various subjects*.
2. Expert lectures are Organized by inviting professional architects, subject expert from different allied fields*.
3. Self Learning through works of Masters and pioneers in the field of architecture and various web links and open courses platform .
4. At Ideas students are exposed to seek good experiences by visiting worthy spaces /projects and making them learn and inspire through various spatial configurations*.
5. Workshops based on seeking experiences in Architecture design process like Journey Map , Story Board etc as part of design studio*.
6. All the 8th and 9th semester Students undergo practical training for 9 Months under various architects and designers throughout the nation* .

B. Participative Learning –

1. Knowledge enhancement through case studies carried out by a group of 5 to 10 students .
2. Various Research Topics are worked in a group of 2 to 5 Students under supervision of Research Guide .
3. Field Trips , Settlement Studios and National / International Tours are conducted to provide exposure in the field of Architecture .
4. Vertical / Urban / Rural / Environment/Landscape Design Studio are conducted by the institute in which students work in participation within and across the batch .
5. Students are encouraged to participate in Various Inter collegiate competitions like S.A Deshpande design Competition , NASA etc for participative learning and team work .
6. Co-Curricular , extracurricular and sports activities conducted throughout the year which leads to holistic development of students .

C. Problem Solving methodologies :

1. Final Year Projects are taken up by students which are addressing current issues , problems, challenges faced by Architecture within the city* .
2. Field Trips to Material testing labs , Ongoing constructions sites, services are organized to provide practical field specific exposure* .
3. Design Assignments offered to students during the vertical design studios allows students to take decisions , distribute work , deal with various challenges and execute task within given period of time .

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 46

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 12.43

2.3.3.1 Number of mentors

Response: 42

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The strength of the institute's academic structure lies in the fact that it is inclusive of three major verticals of architecture education, viz. design, technology and services. The institute started as an open platform for exploration and experimentation. The institute believed that it is important to reclaim the roots of cultural values and social base .

The founder architects of the institution also realized that it was not enough to offer a technical, mathematical, and functional response to the current social scenario, but to have a distinctive character, to involve students into liberal arts and humanitarian approach to the art of defining build forms. The formal academic syllabus of the university is strongly reinforced by an equal quantity of additional study/design projects having unique evaluation system. This very fact of burden of academic evaluation being removed, allows a huge amount of tolerance for experimentation , exploration and innovation both by the faculty and students equally. Not bound by the formal syllabus, such projects allow a strong lateral bridge between these above three verticals.

The institute believes in imparting education through **"Learning Through Experimentation".** The Institute organize **Ideas Design Opportunity (Ido)** which increase participation of students and cross learning's by conducting a Vertical Design Studio. **This Vertical design studio provides a platform for students to interact, learn , Understanding team building , leadership qualities and learn various aspects required to provide design solutions** .

The Entire Students of the Institute are divided vertically in 4 groups , such that each group comprises of students from 1st,2nd,3rd,4th and 5th year in equal numbers . This peer to peer learning through Vertical Design Studio also provide platform for learning from the seniors and batch mates , under the guidance of the mentors. All the groups are further guided by experts called from pan India to be part of the groups .

Proactively addressing the current market trends in Profession , **use of recent technologies and development regulations and teaching aids along with practical aspects for teaching is regular practice of faculty members .**

As a step towards Innovative teaching one of the unique selling point (USP) of our institute is to conduct various allied design studios. **Urban/Rural/Landscape/Vernacular/Furniture/Product design studios are the special studios conducted by our institute which allows students to connect with practical knowledge and innovate in the field of Design and Architecture** . These studies are not part of the syllabus , but they are core to the architecture education which helps students to participate and innovate

and also get recognition from the authorities governing the city .

Various creative exercises are planned by faculties and designed & executed by the students in the public domain through graffiti , paintings , sculptures, landscape in coordination with local planning authorities and municipal corporation .

The subject Building Technology and materials is taught in class with miniature models of various building systems which are made by the faculty.

File Description	Document
Any additional information	[View Document]()

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document]()
List of the faculty members authenticated by the Head of HEI	[View Document]()
Any additional information	[View Document]()

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 0.89

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document]()
Any additional information	[View Document]()

2.4.3 Teaching experience per full time teacher in number of years

Response: 11.67

2.4.3.1 Total experience of full-time teachers

Response: 537

File Description	Document
Any additional information	[View Document](#)

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 40.11

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
21	20	16	13	9

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

As IDEAS being affiliated to RTMNU Nagpur University, Credit Based System (CBS) for undergraduate and post graduate program is adopted. The Evaluation system proposed by the university is adopted. The Institute emphasizes on continues evaluation of students throughout the academic session. Continuous Internal Evaluation (CIE) system at the institutional level is very closely designed , implemented and monitored for each semester in the Under graduate (UG) and Post Graduate (PG) Program . **The reforms of Continues internal evaluation defer from the various subjects offered in the Architecture curriculum the various heads in which the internal evaluation is done is mentioned below :**

1. **Design Studio :** In subjects like Design the Internal marks to be given to students as per university evaluation system are distributed in various stages of design submission which are evaluated on the basis of participation in field trips followed by Case Study , site Analysis , Area Program , pre design, Proposal which will have all the design requirements like Plans , Elevations , Sections , Views , Models etc .The Students are evaluated based on the Reviews conducted by internal and external examiners in various stages across the semester. Design Cards of respective students are maintained .

2. **Studio Subjects** : In Studio Subjects like Construction, Graphics, Working Drawing the internal evaluation is based on sheets attempted by the students on respective topics . Based on the inputs given by the faculties in the studio , the students are suppose to draft the sheets on specific topics which are reviewed at those stages . Some portion of the marking in these subjects is also given for field trips , Hands on experiences in design of parking shed , designing and executing layout of a bungalow etc .

3. **Theory Subjects :** In theory Subjects the internal evaluation is done based on the subject notebook , Assignments , Numerical and presentations done by the students for respective topics . In few of the theory subjects Viva and Sessional exam is also conducted to prepare students for the university examinations . Some Credits are also given on the experimentations done on various simulation software's which are integrated part of subjects like climatology .

Research and Project : The Students are encouraged to choice and suggest the topic of research and Design Project . The progress of applied research is monitored by respective allotted guide Research Work and Thesis Project is conducted by various Panels; the panels are headed by Panel Coordinators under the supervision of Chief Panel Coordinator (CPC). Each Panel has mix of Professors, Associate Professors, Assistant Professor etc from various specialized fields in architecture , so that collective inputs in varied scope and interest can be given to the students for the respective topics.   External Examiners with professional and subject specific expertise are invited for evaluating and guiding students work. Seminar on Research skills, Dissertations, Project are also evaluated by External Experts.

File Description	Document
Any additional information	[View Document](#)

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

At IDEAS in Induction Program students and parents are made aware of the evaluation process. The students and parents are given a clear idea of importance of attendance , weekly evaluation , proportions of internal and external marks and care to be taken to address this issue .

At the start of the syllabus for respective subjects, all the students are informed about the internal and external assessment about the respective subjects. For each subject criteria for assessment is defined and conveyed in advance to the students .

1. The subjective and objective assessment obtained at various stages is reflected in the final marking. The individual assessment of the students work is done in presence of students.
2. Teachers discuss with students about their performance and possible improvement. For students, following parameters are considered which may vary subject wise. Assignments, Group work, Class juries, Site visit reports, Settlement study reports, Workshop/seminar.
3. Overall attendance and performance of students throughout the semester is considered for final internal marking, which reflects student progress in the subjects**. In the entire process (As per mission statement), the care is taken that the knowledge gained in the other subjects is linked with the core subject of design.**
4. The Continues internal evaluation sheet is displayed on notice board for the students before their final viva & jury . The Students are then required to go through the entire evaluation sheet of that semester for all subjects . They are expected to check attendance , various weekly evaluation , evaluation of other students , final draft evaluation . The students can then appeal to the respective faculty with their grievance if any with relevant academic documents.
5. Students are **assessed based on following criteria:**

- Timely Submission
- Presentation (Communication Skills)
- Understanding (Independent Learning)
- Performance and attentiveness (Behavior)

Students maintain the Design Cards, on which regular discussions and follow up of discussions are noted by respective Mentors. The Design Cards are signed by the respective mentors with whom the discussion has happened and the card is reviewed by the mentor on regular basis. These design cards are key to track progress of the student and also help in continues Internal evaluation (CIE).

The marks obtained by each student are very much visible on the subject books and drawing sheets as well as displayed in the classrooms. The frequency of internal assessment is different for theory and design oriented subjects. The marks obtained by the student in internal assessment are conveyed to the parents of students who are defaulters or absentees.

The open jury system is followed where students are also supposed to attend as well as allowed to ask questions to the student. The students witness the quality of presentation, graphical and oral presentation skills and can correlate the marks assigned for the same. This is aimed to make the system transparent as well as informative and participatory for all the students.

File Description	Document
Any additional information	[View Document](#)

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

Response:

At IDEAS a system comprising of Principal of the Institute , Head of the department, Staff appointed for exam related grievances. The University related grievances of college students are resolved through university liaison officer appointed by the institute.

The Institute is affiliated to RTM Nagpur University and follows the examination scheme provided by the university . the University has a well defined examination grievances redressal mechanism . The institute focus primarily on avoidance of examination related grievances .

Following mechanism is adopted for settlement of grievances for Internal Marks :

1. The RTMNU Rule Book and syllabus, which includes examination and assessment related rules and regulations is followed by the institute . The rules and regulations are published on the university website which is conveyed to the students.
2. Faculty members share marking scheme of their subject with the students and evaluate assignments and conduct reviews within 2/3 days of submission .
3. The Valued assignments , sheets , Models , are shown to students for grievances related to evaluation , discussion on scope of improvement .
4. Unresolved issues if any are brought to the head of the department .
5. Course wise internal marks are compiled at the end of semester and displayed on the notice board . Subject teacher and if required Head of the department resolves any grievances related to internal marks .

Following mechanism is adoptedfor settlement of grievances for External Marks:

Evaluation related grievances are forwarded to university through the academic section comprising of above mentioned teamof the Institute . The Institute acts as facilitator for all the issues related to student and university exam related grievances. The Institute help facilitate process of :

1. University form submission
2. Revaluation form submission
3. Accessing mark sheets from the university
4. Sorting out Grievances like name change , Marks alteration etc .

Officer in charge appointed for university exam affairs puts up the instructions , notices from university on the Notice Board specially dedicated for university notices . Continues follow up with university and exam department is maintained in order to minimize the conflicts and grievances in issues pertaining to exam.

The mark sheets are distributed within one or two days to the students after receipt from the university . The results are analyzed and number of successful and failed students identified. Required assistance has been provided to the students who are willing to apply for revaluation and improvement of Sessional marks immediately after the announcement of the results. Parents are allowed to discuss the grievances / queries with the HOD and Principal. The administrative and technical issues are sorted out by the COE however class teacher or subject teachers are consulted in there issues given its complexity.

The Students can also bring their grievances to authorities with the help of online feedback mechanism . Student feedback are collected at the end of the semester .

File Description	Document
Any additional information	[View Document](#)

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

Response:

At IDEAS the Institute strictly adheres to the declared examination schedules and academic calendar. The Institute academic calendar is shared with the students and faculty members . The Institute takes every efforts to insure academic calendar adherence with respect to the conduct of continues internal evaluation (CIE).

The Institute Academic Development Committee Prepares academic calendar in accordance with university academic calendar.   The Institute academic calendar indicates dates for commencement of classes , student feedback , Sessional examinations , Improvement examinations , final year project seminar , last day of teaching , course and survey , remedial classes , university examination an co curricular activities .

The Academic head also defines continues internal evaluation policy . Faculty members plan execution as per the policy with the help of teaching plan , design brief , assignment schedules , CO-PO Attainment record and result analysis .

Architectural Design : For design subject internal and external evaluation is done based on design brief . Students participation and deliverables for Case Study , Site Analysis , Design philosophy / Design Strategy , Area Program , Secondary data study , followed by Proposal with plans , elevations , sections , views and walkthroughs decide the content of detail spread sheet for internal evaluation . Students are evaluated on the above mentioned sub heads followed by marks distributed for Juries an Reviews . The consolidate work of design proposal is evaluated by external university viva at the end of the semester .

Studio Subjects : For Studio Subjects like Construction , Working Drawing , Graphics etc , students are evaluate based on the respective sheets submitted against the assignments framed as per Course outcomes.

VIVA / University exam is conducted by the university for the external evaluation .

Theory Subjects : For Theory Subjects like , structures , Acoustics & illumination, Theory of design etc , students are evaluated based on the assignments and numerical solved by the students in respective class. Students maintain the assignment register. The university evaluation is done through University exams . In Few theory Subjects submissions are taken online where the system is kept active for assigned period and it stopped after the stipulated time and date.

Electives : Based on the content of the electives the stages of assignments are framed and students are evaluated on the various stages .

Thesis Project and research skills : This evaluation happens based on interim juries , panel reviews and internal and external viva . Adequate marks are given for attendance and innovative approach.

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Institute has stated learning outcomes for its program to nurture students for employment skills , professional efficiency , higher education and entrepreneurship . These outcomes are primarily based on Architecture Graduate attributes requirements . **The PSO's are generated matching to the vision and mission statement of the institute there by insuring the product market ready .**The Program Outcome , Program Specific Outcome are published at various sections of the Institute .

1. College Website
2. Corridors
3. HOD Cabin
4. Principal Cabin
5. Orientation program for newly appointed faculty members and 1st year students
6. Events with involvement of stakeholders like , Alumni meet , orientation program , parents meet etc .

To define course outcome faculty members are divided in groups as per their area of interest and specialization . These groups draft the course outcomes by considering the opinions of concerned stakeholders and finalize it in consultation with HOD and Principal of the institute . The Course teachers discuss course outcome with students at the start of respective subjects . CO's are also incorporated in assignments ,juries and viva of respective subjects . Course outcome for Studio Subjects are circulated to all the students and are included in studio briefing which lead to proper understanding of CO's to all the students .

File Description	Document
Any additional information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The Attainment of Program Outcome (PO's) and Program Specific Outcome (PSOs) and Course Outcome (COs) are measured regularly . PO and PSO are mapped to CO and assessment tools for measuring the attainment of course outcome are as follows :

1. **Direct Assessment Tools :**

- The Assessment tools for CO are broadly categorized into internal and external assessments .
- Internal assessment tools comprise of Assignments , Reviews, Electives , Sessional examinations , , Attendance , Subject Seminars , Project Presentations etc .
- External assessment tools comprise of university Theory examinations , External University viva for Design , Constructions , Working drawings etc .

1. **Indirect Assessment Tools :**

- **Alumni Feedback :** Collected to know the recent trends in the field and the knowledge to be provided beyond syllabus .
- **Professional Architects / Academicians** : Suggestions and opinions of the experts in the field of Architecture help to make appropriate modifications in the curriculum to prepare the student to work in the profession   .
- **Group Activities :** Observations and feedbacks are collected from the various co-curricular and extracurricular activities
- **Exit Survey :** The Graduating Students provide feedback based on the overall observations in the institute during their course
- Questions in the assignments & Exam's are set to map CO's. Average of marks scored by students in respective question is used to define CO attainment level.
- Depending on the average marks scored by students, CO attainment level is defined. **The attainment is defined as Slight-1,Moderate-2 and Substantial-3 levels.**
- The University examination is conducted on complete syllabus of the course, hence all CO's are considered for the attainment. Depending on the average marks, CO attainment level is measured.
- For Studio Subjects courses, course outcomes are mapped with Sheets. COs attainment is measured on the basis of continuous assessment
- In the university examination CO attainment is based on the average of marks obtained by the students in the external examination.
- Internal and External CO attainment is used together to find the consolidated attainment for each subject. The external and internal assessment tool contributes 70% and 30% in the consolidated attainment.
- Each CO is mapped with the corresponding PO & PSO with its level of correlation. PO attainment

through the corresponding CO can be achieved through the average CO attainment mapped with the corresponding POs.

- The indirect tools are mapped according to the questions in the survey forms and the responses are mapped for the attainment of the POs & PSOs.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 95.83

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 92

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 96

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.26

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 2.17

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Any additional information	[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 37

File Description	Document
Supporting document from Funding Agency	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Architecture education being a creative program, allows each institute to develop its own school of thought. IDEAS over a period of ten years has been an intense platform for creating an ecosystem for **innovation and incubation** at student and faculty level. The program being governed by COA and RTMNU, allows a huge possibility in developing an intense platform for innovation and incubation for creation and transfer of knowledge. The formal academic syllabus of the university is strongly reinforced by an equal quantity of additional studies and design assignments. This creates a platform for **incubation** of creative projects across the entire teaching semester. The institute believes in developing a spirit of entrepreneurship and thus exposes each student of all semesters to various fields of creative endeavors. Every project or studio assignment is strongly backed by people from industry. The institute works in extremely close coordination with professional bodies like IIA, IGBC, ICE etc.

Ecosystem for innovation and transfer of knowledge focuses on two major parts:

1. **Industry academia interaction**

Seminars and workshops are organized by the institute to bring industry people to interact with students. Every semester ends with external jury comprising of externals from the industry. Intermediate juries are scheduled to get expert's advice in which helps students to enhance their topic. Seminars , workshops encourages dialogue between students and professionals. Professionals are invited to share their insight and thoughts about their experiences in field which help to generate new ideas in student's mind and open up new avenues. It further helps to receive fresh perspective towards different fields and develop new

possibilities of entrepreneurship and creates opportunity to network and contacts for career.

1. **Innovation and entrepreneurship development**

The Institute believes and amends, the students training for across all years.

Earlier institute focused on,

1. Creative teaching methods aiming at hands on activities which helped to develop logical thinking and skill set.
2. Individual grooming of student was ensured by one to one student – teacher interaction in studios on regular basis helping to develop entrepreneurship. This was a cautious approach of leadership to establish a platform for faculty and students.

In addition, the institute started beyond curriculum activities like **Design Studies and Studios.**

- **Vertical Design Studio** – Ido (Ideas Design Opportunity) is an initiative where interaction among students of all years is envisaged for a coordinated team work and learning from peer to peer, intensely guided by professionals, experts from the field. This platform allows students to venture into various fields of creative opportunities like Graphic design, Product Design, Fashion Design and Art Appreciation etc.
- **Summer Design Studies and Winter Design Studies** helps in sensitizing students towards traditional sustainable systems, develop a sense of commitment and professionalism.

The institute has set up an incubation center to promote innovation and nurture the innovative ideas of students beyond academics which are conducive for growth of startups and foster entrepreneurship.

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

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 13

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	3	2	1

File Description	Document
Report of the event	
List of workshops/seminars during the last 5 years	

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	
Any additional information	

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
e- copies of the letters of awards	

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	
Any additional information	

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.21

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	1	1	1	1

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

IDEAS Nagpur is always keen about the social development of students by involving them in social and environmental development programs, activities and government schemes. To sensitize students towards social issues and strengthen the social responsibilities among the students, institute has collaboration with Rotary club of Nagpur. Institute has installed A Rotract Club of IDEAS and applied for NSS (National Service Scheme) in October 2019. The club takes care of organizing extension activities for the students

and teachers such as:

- *Tree Plantation*
- *Blood donation camps*
- *Celebration of National Days*
- *Gender Equity*

IDEAS Nagpur encourages students to participate in National and International Competitions such as NASA (National Association of Students of Architecture), COA Heritage documentation competitions, Prof. S.A Deshpande Design Trophy, Everest Design trophy.

Institute conducts several projects other than academic curriculum which imparts social concerns and awareness among the students. Few projects are listed below:

- *Rural activity* - During this project, students visit a selected village settlement to understand and document rural life style. Students are suppose to stay for 3-4 days in selected village settlement and are required to interact with locals and try to understand their social and cultural life, and help locals about maintaining and preserving the local Architectural Heritage. The Rural Design Studies gives students on site experiences which make them learn about the culture, sustainability and vernacular techniques of Rural India (Specifically Central India).
- *Urban studies* - This particular activity is conducted as co curricular activity to sensitize the students towards the issues related to urban communities in which students stays at selected urban agglomeration for 5-6 days. During this Project Students interact and involve local people in the process of understanding the urban issues. Students make compiled documentation of the given area in the form of book publication, which develop social concerns among the students.
- *Winter studies* – Under this project, students visit to selected locations in diverse climate zones for 3-4 days. During these tours, students, measure the buildings, document and analyzes to understand the climate responsive architecture of these regions. Compilation of all drawings is made available as reference document for students.
- *Public exhibitions* are organized at the prominent location in the city. The drawings thus generated are displayed and explained to the people of society.
- The *book* giving details of these studies is also launched during this exhibition. Furthermore the faculties and students reached out to these communities to handover the book and arrange an exhibition for the people.

File Description	Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 10

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	2	1	1

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	3	3	4

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 68.73

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
522	289	235	164	408

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 18

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
9	1	5	2	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Institute of Design education and architectural studies, was established in year 2009-2010, Promoted by SJJSS, (SwargiyaJagannathJattewarShikshanSanstha) and eminent Architect academicians.

Institute is affiliated under RashtrasantTukdojiMaharaj,Nagpur University and adheres to the norms of Council of Architecture, India. Currently institute is running two separate programme, i.e. Bachelor of Architecture (UG) and Masters in Environmental Architecture (PG) and each programme is provided with adequate physical infrastructural facilities. Institute has appropriate number of studios and classrooms to accommodate the teaching needs of the number of students enrolled at a time having the module of 3 Studio +1 AV Room as per intake of 120 students.

Institute has provided required facilities for teaching –learning environment i.e., Class rooms, Lecture halls, Smart Class rooms,Studios, Material and Construction lab, Climatology lab and Services lab along with Workshops. It has been provided according to the existing norms laid by Council of Architecture (2017), India.

Classrooms (AV Room) in the Institute are essentially being used to conduct theory classes whereas Studios with their unique configuration and furniture layout are being used to conduct the Design as well as studio related subjects like Graphics,Construction and working drawing etc. The Institute has provided facilities in classrooms which include among others, the provision of LCD projector in every class room, Audio systems to support animated presentations, educational videos to provide good learning environment. Choice of black board/white board vs. Audio visual methods also exists for convenience of teaching learning methods.

A well-equipped Library contains over 5611 books including text books, reference books, dictionaries, thesis, dissertation, research report, periodicals, newspapers and audio-visual materials.

The institute Campus is Wi-Fi enabled. Wi-Fi hotspots are created in all parts of the campus.

Institute has an auditorium that accommodates 250 persons for seminar, workshops, guest lectures and cultural activities.

An open air theater which is utilized for various events, co-curricular activities/extra-curricular activities, etc. Recreation facility with provision of indoor and outdoor game facilities inside the campuses and these

are well supported with canteen and cafe for students and staff members.

Wider Corridors, multiple Courtyards and Open Air Theatre are major features that promotes creative learning environment for students.

The details of number of class rooms and area available are as under:

1. Land Area = 8096 Sq.M.
2. Total Built up Area = 5257sq.m.

○	•	Total Nos.	Total Area in Sq.M.
1.	Studio (UG -13,PG-2)	15	2024
2	Classroom/Lecture Room (UG+PG)	5	275
3	Smart Class Room	1	67.5
4.	Seminar Hall	1	138.4
5	Worshop	2	45
6	labs	5	134
7	Computer Lab	1.	78.5
8	Library	1.	132.5
9	Research and Incubation	1.	16
10	Principal cabin	1.	32
11	Head of the Department	1.	15
12	Faculty cubical	44	274.5

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

The Institute is committed for overall development of the students with respect to curricular, co-curricular and extracurricularevents. IDEAS, has 'Students 'Council. Every Year Student council on behalf of institute organizes annual social Event 'FIESTA' wherein events based on cultural activities and sports competitions are organized.

For sports related activities, Institute has playground facility which is owned by the trustees of Ideas. Institute has auditorium and open air Theatre, which are utilized for various events, like gatherings, blessing ceremony; workshops and cultural events. Students get ample of opportunities to show their hidden talents by way of participation in these events. Besides these, Institute also encourages other social eventsi.e., Teachers Day, Yoga Day etc.

Details of Sport and cultural facilities as below:

1. Playground
2. Open Air Theatre
3. Auditorium
4. Students activity area

Cultural Activity Facilities					
S.No.	Cultural Activities	Nos.	Area	Year of Establishment	User Rate (No. of students)
1	Open Air Theatre	1	554 Sq.m.	2009-10	200-250 Monthly
2	Auditorium	1	130 Sq.m.	2016-17	50-100 Weekly
3.	Multipurpose space	1	182 Sq.m.	2009-10	50-100 Monthly
Sport Activity Facilities					
1	Carrom	2	35 sq.m.	2009-10	4-5 per Week
2	Table Tennis	1	15 sq.m.	2014-15	40-50 per Week
3	Chess	10	25 sq.m.	2009-10	4-5 per Week
4.	Badminton	1	80 Sq.m.	2010-10	20-30 times in a Month
5.	Kabaddi	1	130 sq.m.	2009-10	Twice in a Year
6.	Volleyball	1	162 Sq.m.	2009-10	Twice in a Year
7.	Cricket/Football	1	2500 Sq.m.	2009-10	Twice in a Year

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 22

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
any additional information	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 27.88

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
25.41	15.90	18.39	9.10	36.42

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

-
  - To deliver full and easy access to the resources available to the students, faculty members and students to enhance and encourage an in depth in teaching and learning experience.
  - To educate the library users about the facilities and services offered through the library for their easeful use.

Mission:

Library has an advisory committee. The Library Committee meeting is conducted twice in a semester on the issues of functioning of library, evaluation of library activities, modernization of library, updating the

library , library budget & the needs of the library, utilization of fund, improving library services & resources, and suggestions for improvement. Details of Composition of Library Committee are as under:

Chairman	Prof.UdayGadkari	
Faculty In-Charge	Prof.MilindKamble	
Member Secretary (Librarian)	Ms.MinakshiSontakke	
PG Students 'Representative	Ms.DevikaBangadkar	
UG Students 'Representative	Mr.AbhinavShrivas	

Development of library in last four years:

1) Increase in number of books as per University Syllabus.

3) Deployment of CCTV monitoring system for reducing incidents of theft, tearing of pages.

6) Provision of e-book facility.

7) Availability question paper sets.

10) Provision of document scanning and print outs.

12) Facility of competitive exam book issue for one week.

13) Conducting book exhibition.

15) Compact storage of less use collection.

Details of Library:

Total Area of the Library		
Total area of the Library (in Sq.Mt.)	133 Sq.m.	
Working Hours		
Working hours (Monday to Saturday)	9:30 a.m. to 5.00 p.m.	
On Holidays	Closed	
During Examination days	Same as working days	
Layout of the Library	Floor plan attached	

Library is the resource hub for knowledge and has a adequate collection of books, journals, magazine, newspapers and Reports. Library has facilities such as Sanc Info Synchronic Inc software which is used by students & faculty for search of books by title/ author name etc. All the work related to issue and return has been computerized. Synchronic Inc Software is a totally integrated software package encompassing all aspects of library management.

Books:

Titles -3831

Volumes -5611

Back Volumes -128

Non Book Material CD-206(project beyond syllabus)

Project Report –350

Journals /Periodicals

Print –26

Newspapers-5

Addition in last year

Year	2018-19
Books	472
Journals	3
Project Report	78

Details of Library Automation is Provided Below:

Name of ILMS Software	**SyNchRoniK Inc.**	
Nature of Automation (fully or Partially)	Partially	
Version	ERP 2.5	
Year of Automation	2013-2014	
Library OPAC Access	Exa: Link : **172.16.0.16/student%20log/opac.as** **house access)**	

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

In-house library inspires students to Read, Study, Learn and Grow. The main objective of IDEAS Library

is to provide open access facility and information related services to its users. Library is fully automated With network facilities, the bibliographic details of all library documents (print and non-print). Library has sufficient budgetary provision to procure the books, and other reading   material as per the requirement of curriculum.

 Further to this institute is always willing to collect additional reading material to satisfy the needs of faculty members and students.

Library has collection of following Knowledgeable resources

·   **Rare Books:** Library has 16 Nos. Digital format Rare books.

·   **Manuscripts:**Not Available

·   **Special Reports:** Library has Special reports (Documentation, Academic study and Workshops compilation)

·   **Other Knowledgeable Resource:** Library has other knowledgeable resource (Thesis reports from other colleges, CDs &Dvd of Thesis and related with academic study**.**

·   **Question Paper set**: Library has also made provision for students to refer old question papers for preparing the examination

S.No.	Items	Nos.
1	RareBooks	16
2	Manuscripts	00
3	SpecialReports	35
Other KnowledgeResource(Thesis+Cds)		443

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 4.91

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
4.595	3.219	6.647	7.565	2.514

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	
Audited statements of accounts	

4.2.5 Availability of remote access to e-resources of the library

Response: No

File Description	Document
Any additional information	

4.2.6 Percentage per day usage of library by teachers and students

Response: 14.08

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 80

File Description	Document
Any additional information	

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institute always emphasizes on the use of up to date standard tools as well as proprietary software's. The institute has adequate computing and learning resources facilities as per statutory norms. A dedicated broadband line connectivity of > 50 Mbps is available with institute along with 75 computers is in working condition. In the year 2020 institute has 8 Wi-Fi devices of >50 Mbps facility which serves to the entire campus. A central computer lab and individual computer placed in senior faculty cabins are fully equipped with internet bandwidth of >50 mbps. All the computers in the campus are connected through LAN. Central computer centre manages and troubleshoots the computer within campus. All the machines in the campus are protected with Antivirus and security password tools. Complying with the norms, the computer student ratio during practical hours is 1:1(batch of 40 students). Budgetary provisions are every 3 year made for update, deployment and maintenance of state of art IT infrastructure.

Institute has purchased 10 computers in the year 2013-14. Prior to that the institute had 41 computers. In year 2014-15 again the institute had purchased 10 computer assemblies and had 61 computers in working

condition. Last year institute has purchased 20 Computer assemblies and in total, the institute has 75 computers in working condition.

Our institute frequently updating Internet bandwidth, in the year 2013-14 institute had 2 Mbps line which was leased line till the year 2016-17. After that institute had commissioned 10Mbps line which is broadband line and providing internet services to entire campus.(BSNL under NMEICT plan). Currently institution runs a broadband of > 50mbps speed.

Simultaneously institute has done up gradation of wifi devices frequently, in 2013-14 institute had 2 wifi devices and currently institute have 8 wifi devices installed in the institute. Institute is committed to develop a modern, secure and sturdy IT infrastructure to manage the teaching-learning and administrative activities of the university.

Updation in WiFi:

S.No.	Updation in System	Year of Updations
1.	2	July 12
2.	0	--
3.	1	April 15
4.	0	--
5.	8	Nov 17

Wi-Fi Access Points were installed in the following various locations. Also, the Wi-Fi access points are updated constantly during regular intervals as and when required.

Purchasing Details	Number of Computers Purchased	Number of Working Computers	Number of faulty Computers	Number of Office Computers	Number of Computers for Students
2014-15	10	58	3	16	42
2015-16	0	57	4	16	43
2016-17	0	59	2	17	42
2017-18	0	54	7	17	37
2018-19	20	**75**	6	21	**54**

Printers/Scanners/ UPS

NAME	2014-15	2015-16	2016-17	2017-18	2018-19
PRINTER	4	1			1
SCANNERS	2				
PROJECTOR	2			2	1
PLOTTER	1				
UPS+ INVERTER	3	10			18

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 9.67

File Description	Document
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 20-35 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 20.79

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

2018-19	2017-18	2016-17	2015-16	2014-15
32.77	30.98	28.24	19.80	20.55

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)
Any additional information	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Academic Infrastructure

Utilisation - IDEAS campus is designed keeping in mind the creative learning environment that is the demand of the creative course like architecture.

In addition to the formal activity areas like the classrooms, well equipped audio visual rooms, studios with drafting tables and adequate natural light and ventilation, the campus has informal activity areas like the courtyards, wide corridor spaces etc., that is host to many co-curricular and extracurricular activities.

Maintenance - The regular cleaning of the above is sublet to **external agency** that keeps the campus clean

each day.

LABS/WORSHOPS

Utilisation -IDEAS can boost of well equipped labs like, the material lab, climatology lab, Building service lab and construction lab, playing a major role in teaching learning process.

Maintenance - The **Lab in charge** is assigned with the work of regularly upgrading the Labs with latest material and technology.

The Lab in charge also looks after the maintenance of the labs

Any demand for purchase of new equipments/materials is proposed to the Infrastructure committee.

Utilisation -Workshop is used by the students to carry out hands on activities like model making etc

Maintenance - It is looked after and maintained by the Workshop in charge

LIBRARY

Utilisation -Library at IDEAS is well equipped with books, journals, e-books etc., which is regularly upgraded to meet the growing demands of students and faculty

Library is also in the process of up gradation for e-access

Maintenance - Library is looked after, upgraded and maintained by the Library Committee.

The digital access software is maintained by the computer lab in charge

A suggestion box is kept in the library for improving library services & rendering the library user friendly.

COMPUTER

Utilisation –The computer lab has 40 computers for students equipped with latest software

All the audio visual rooms, class rooms and seminar rooms are equipped with LCT facilities

Most of the faculty is provided with computers and the institute is in the process of upgrading it for the other entire faculty

The institute is Wi-Fi enabled

Maintenance – All the above facilities are regularly maintained and upgraded by the lab in charge under the Infrastructure Committee

Institute maintains a central computer centre to monitor and upkeep all the peripheral of the campus. It is a policy that after every 3 years the institute shall examine all the electronic devices as per the need and competence and upgrade them /order new devices as per requirement.

To procure different installations or to repair or maintain or to buy new software's or to update any previous software or any installations, a procedure to put a formal letter, which is given to the purchase and maintenance committee, it is then reviewed by the head of that committee, after his approval the letter is further forwarded to the IQAC team and then the procurement is done.

SPORTS FACILITY

Utilisation –The Institute has indoor and outdoor sports facilities for recreational opportunities for both its students and faculty

Indoor games like carom, chess, or a table tennis placed in one of the extended corridor space, is a regular activity which is used by students and faculty both.

Outdoor sports are played during sports events scheduled by the students' council

Maintenance –the maintenance of the above is carried out by the in house staff, overlooked by the sports committee of the Students Council

OTHER RECREATIONAL FACILITY

Utilisation –The Institute has a well maintained OAT, a cafeteria and a canteen for students' as well for the staff.

OAT has hosted several events besides being a informal gathering place for all the students.

The cafeteria and the canteen supplies with snacks and lunch, to the students and the staff

The institute has also installed a vending machine for packaged foods and drinks (given to private agency)

Maintenance –The OAT is maintained by the in-house maintenance staff

The canteen and the cafeteria are sublet to private agencies. The management looks into the quality and variety of food offered by both

Maintenance Committee

The in house maintenance committee looks after the maintenance of electric, plumbing and painting works required, by calling the related external agencies to do the needful

Checking of the above is carried out at regular intervals and necessary actions tae by the maintenance committee after approvals.

The campus landscaping is maintained by a full time gardener appointed by the institute.

Environmental Committee

The campus has installed solar panel and is generating electricity through it. The maintenance of the same is given to the private agencies

The organic waste generated from the canteen and garden area is treated and converted into compost by the in-house staff, which is trained for the same

This compost so generated is used as manure for the plants in the campus

A D-wat system has been installed in the campus, designed in-house. Grey water from which is used for flushing in the toilets. It is also maintained by the environmental committee.

Purchasing Committee:

The Purchasing committee consists of members of the senior management team chaired by the development officer with support from additional staff from key areas within the institute as required and IQAC team.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 20.89

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
91	83	98	121	90

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document]
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document]
Any additional information	[View Document]

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 5.66

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
26	27	27	24	27

File Description	Document
Any additional information	[View Document]

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 14.45

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

2018-19	2017-18	2016-17	2015-16	2014-15
195	63	24	27	45

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	00	0

File Description	Document
Details of the students benifitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 2.56

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	3	1	1	1

File Description	Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 7.29

5.2.2.1 Number of outgoing students progressing to higher education

Response: 7

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 62.9

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	4	4	6

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	10	5	12	7

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File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The student representative council (named as CONCEPT – S) is in existence and is actively working on many events conducted in college and outside. The Concept – S constitutes the Event Organizing Committee (EOC) under which different heads are formed by the students through election process, where the final year (Part I) students leads the council committee with executive committee coordinating with the third year students.

The Event Organizing Committee has the following Members:

1) General Secretary

2) Assistant General Secretary

3) The Treasurer

The General Student representative Council has the following Roles and Responsibilities:

1) Represent the voice of the students regarding matters concerning to the welfare of the student body.

2) Actively seek student opinions on matters of concern.

3) Assist in organizing Annual Social Festival (FIESTA)

4) Motivate students for the cultural environmental and social activities at the institute level. Also encourage students for various green initiative drives within or outside the institute.

5) Participation and compete with other students at national level Architectural competitions (NASA, IIA, etc)

The student Council takes the lead role in all the day to day activities organized by the various cell members monitored under the council secretary. The event activity schedules are finalized by the assistant general secretary and the General secretary coordinating with the faculty incharge, the particular cell members execute the activity involving the first & second year student members.

Following committees have students' representation:

IQAC

Student members of IQAC help to propagate quality policies adopted by the institution among the student fraternity and also help in projecting the student view point while taking any policy decision pretaining to quality improvement.

Students' Professional Societies

Operations of these societies are managed primarily by the students under the guidance of faculty mentor. **Such Professional Societies available with the institute are:**

IGBC (Indian Green building council, Vidarbha Chapter),

NASA (National Association of Student of Architecture),

G.S.K. Blood bank ,

Rotract Club Nagpur

Anti-Ragging Cell

Formation of Anti-ragging cell includes faulty members, administrative members and Student members who assist the institution in implementing rigid anti-ragging measures to make ragging free campus.

Grievance Redressal Cell

The matters of harassment and suppression of any single individual are handled by grievance redressal cell. Student members are included in this committee with the faculty members and non-teaching staff so the student member can help other students to present the grievance in case the sufferers want the representation in absentia.

Institute Events

All the cultural & sports activities (FIESTA) and national level architectural events (NASA) are meticulously planned, coordinated and executed by this committee under the guidance of faculty in-charge.

Social events

To inculcate habits and importance of social service & environmental concerns among the students, activities like tree plantation, Blood donation camps, beautification of areas in the city etc. are conducted and successful completed by the student council by forming various group & sub-committees along with institutes faculties as mentors for such events.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 3.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	3	3	3

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File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)
Any additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

5.4 Alumni Engagement.

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Though IDEAS is only 10 yrs old now with only five batches passed out, IDEAS can boost of a very progressive contribution from its alumni. The process of formalizing the Alumni Association is in process, but informally our alumni are playing a major role in their contribution to the college and the students.

Various activities carried out by the Alumni, on and off the campus have benefitted the students at IDEAS.

Alumni Benefits for Students on the campus:

1.Personality Development Programs.

Various personality development programs are carried out by our alumni, to prepare the students on campus and make them industry ready.

Alumni are also invited during the first year induction program and orientation program to orient the new comers about life of students of architecture, being a student at IDEAS, etc.

2.Career guidance

IDEAS has hosted various career guidance talks by our alumni who have ventured in various fields of architecture, interior design, green building design, conservation and other allied fields like set designs etc.

3.Guidance for higher studies

Alumni also have shared their experiences with the students on campus on higher education in architecture in India and outside and career prospects in each.

4.Placement assistance

Being a small institute with a very close knit community of students and alumni, our alumni have played a significant role in placements of students on campus for their internships.

5.Project Assistance for final year students.

Alumni have been also invited to talk on specialized topics to guide students in their project work.

They have also guided the students on campus for many competitions, whose names have been mentioned in their project reports.

6.MOUs with Alumni

The institute has also signed several MOUs with its Alumni by being a platform for the mutual benefits to its alumni and its students on campus.

- IDEAS had carried out a construction of Bamboo Bihan Market in association with Local Administration, Kondagaon, local artisans and the students at IDEAS. The whole event was coordinated by our alumni of 2012, Ar. Nisha Bothra (Ochre36)
- Another joint venture is Nagpur Tales, heritage walks, carried out twice in a month with our alumni of 2010 batch, Ar, Sandeep Pathe (Studio Sakha) that creates heritage awareness amongst people participating.

Furthermore, IDEAS Alumni Association (IAA) intends to intensify its activities in the coming years. IAA intends to generate corpus to carry out various activities.

Awards for Academic Excellence, donation of books to library, resources and generate a strong relationship to guide students for their PG programs, holding exhibitions of the works of alumni, etc.

IAA is having a robust administration structure with Institute Principal, Faculty and Alumni as members.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 6

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	1	1	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

IDEAS started in the year 2009 by group of professionals having experience of more than 25 years in the academics. The vision and mission clearly aims at providing excellent design education and creating state of art professionals.

VISION: Establishing a center of excellence in the entire spectrum of design education and application from product design to architecture and from applied arts to fashion design; to serve humanity.

MISSION:

To generate effective synchronization of academicians, professionals, technocrats and students to achieve 'meaningful architecture', for the development of the society.

To sensitize and train the students to develop a sense of commitment, professionalism and inculcate aspiration for continuous update of knowledge, to serve the local and global community.

In consistency with the Vision and Mission, in order to achieve `Centre of Excellence` and training the students for `Meaningful architecture` and to inculcate `Professionalism` in the students, the management decided to appoint more senior academicians from heterogeneous background at the level of Professor and Associate Professor in the first three years of inception.

This top heavy model of appointments is reflection of effective leadership .This approach helped in providing quality instructions to the students right from the commencement of the institution, giving them edge over others.

- The institute is executing its governance through the apex decision making bodies like Governing Council (GC) [erstwhile Board of Directors (BoD)], College Development Committee (CDC) which are in turn assisted by various other committees, ensuring all activities are according to Vision and Mission of the institute.

- Governing Council formulates policies and procedures for administrative, financial and academic affairs of the institute. It is responsible for management of assets and financial affairs. Teachers have more than 50% representation in GC.

- College Development Committee monitors academic affairs along with maintenance of norms and standards as stipulated by COA, RTMNU, State and Central Government. It also looks after co-curricular and extracurricular activities along with staff and student welfare and development policies. It has more than 50% representation of teachers.

- In addition to above, IQAC, Students Section, Academic Development Committee, Research Committee, Alumni and Training and Placement Cell and Infrastructure Development Committee helps Principal and HOD to manage academic and administrative matters and effectively adopt Vision and Mission of the institute.

The existing perspective plan is up to 2027 and has four phases, Inception plan (2009-2012), Five Year Plan I (Short term goals 2012 -2017) , Five Year Plan II (Medium Term Goals 2017-2022), Five Year Plan III (Long Term Goals 2022-2027). The Perspective Plan is in synchronization with the Vision and Mission of the institute. The examples are as under-

Inception plan was focused on Skilled man power deployment and establishing infrastructure conducive for creative education. Five year Plan I aimed at developing strong pedagogical processes along with strengthening institute-industry interaction. The Five year Plan II suggests PG and research Programs, Accreditation and foreign collaborations and establishing Publication Cell. The Five year Plan III envisages diversified design programs, Incubation centre and autonomy.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The participation of every stake holder in the decision making for healthy development is very well understood at IDEAS. The cumulative wisdom achieved through decentralization, is placed at the top priority right from the inception.

The Management, Governing Council and College Development Committee have involvement of faculty, non teaching staff, alumni and students along with industry representatives. The management primarily constitutes the full time teachers, including Principal, HoD, Coordinator and senior faculty. All the committees have involvement of faculty, students and non teaching staff, indicating decentralized decision making process.

This is effectively seen in the development of Lab Centre and establishment of Library, the backbone of any academic institute.

Case Study I – Lab Centre

A group of faculty came up with unique idea of **establishing state of art Lab Centre** which would be **first of its kind learning center** that shall give exposure to the students about various aspects of materials, technology, services, interior design etc.

The concept of Lab Center was an amalgamation of various small scale labs under one roof which were earlier in fragmented state. These various labs which are part of this larger centre are as follows:

1. Building Construction Lab

2. Plumbing and Sanitation Lab

3. Climatology Lab

4. Interior Design Lab

5. Advanced Building Services Lab

6. Surveying Lab

A meeting was held to discuss and develop this idea on 23 February 2018 consisting of faculty members associated with related lab and subjects. A proposal was drafted and forwarded to the Principal which was followed by a meeting where the requirements for this lab centre were discussed. The proposal was approved by the Principal and the process of establishing the lab commenced by inviting related industry experts to set up the lab. The lab centre was completed and opened for students from 28 April 2018 onwards.

These labs gives live exposure to students by displaying various material samples, technological models, and services used in building and architecture industry. Institute further intends to collaborate with industry to expand this lab centre to higher standards where large number of students from region and other institutes can take advantage of.

Case Study II - Library

The purchase of the books and various national and journals for the Library are decentralized through a well established process. **The vendors and publishers display the books at the institute regularly**

which are reviewed by all the faculty members and students. A book recommended by three or more faculty is placed in the list of purchase which is forwarded by the librarian to the purchase committee. **Faculty and students are authorized for a purchase of book worth INR 1500 and INR 1000 respectively, at any of the exhibition or book stall, they are visiting on enquiry with its unavailability at library. More than 5700 number of books are gathered in last 10 years along with** 20 national and 6 international journals subscriptions. **The senior faculty and philanthropies have voluntarily contributed 355 books to this library.**

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The perspective plan was well chalked out at its inception with humble beginning and slow but steady addition of its intake and other courses in future years.

Inception plan (2009-2012)

- To acquire senior level human resource from various fields related to architecture.
- To create adequate infrastructure capable of facilitating creativity.
- To commence the course of B-Arch with intake of 80.
- To create base for quality design education.

Five Year Plan I (Short term Goals 2012-2017)

- To enhance intake of B-Arch from 80 to 120.
- To strengthen institute-industry interaction with research based system through training, collaboration
-
- Faculty and student development programs.
- Creative learning environment and unique pedagogical procedures.
- To establish it as leading institute and center of excellence in Central India.

Five Year Plan II (Medium term Goals 2017-2022)

- Introduce master and research programs.
- NAAC accreditation.
- Foreign University collaborations.
- Extension of academics into societal concern.
- Establishing Publication Cell to facilitate research and creative experimentation publication.

Five Year Plan III (Long term Goals 2022-2027)

- Diversified design programs.
- Setting up research and facility center for scholars and public at large.
- Incubation center in various domains.
- Institute autonomy.

The institute according to its perspective / strategic plan has worked out in last one decade. One such development of strengthening and establishing various programs is discussed below.

IDEAS established in the year 2009 with modest start of its undergraduate course of Bachelor of Architecture with an intake of 80. The strategy was to consolidate this intake till the graduation of first batch, with establishing academic practices and then going for expansion.

This was reinforced with guidance and input from diverse professionals across the nation; to strengthen institute-industry interaction with research based system through training, collaboration programs.

IDEAS, started its unique practice of faculty and student development programs, reinforcing the academic activities under the title of Summer Studios. This was also aimed at creative learning environment and unique pedagogical procedures.

The Board of Directors, resolved to increase the intake in existing undergraduate course from 80 to 120 only after the first batch of 80 graduated. **Hence, the enhancement in the intake to 120 was sought in the academic year 2014-15.**

The Board of Directors felt the need for offering specialization in Environmental Architecture at this stage; as no other institute was offering it at central India. The senior faculty members visited prominent institutions and industry experts to prepare plan containing details of progressive requirements in terms of syllabus, course structure, space, funds and man power. The Post graduate course was added in the year 2015-16 with an intake of 20 in Environmental Architecture.

After a decade of its establishment and achieving excellence in academics at graduation level for several years, institute needs to have wide base including collaborations with foreign universities and presently the institution is focusing the attention on the issue.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

IDEAS, started by group of professionals always believe in decentralization and democratic way of functioning. The hierarchical set up with instructions / orders trickling down the ladder is found with majority of institution; however **IDEAS differ in having more horizontal spread administrative setup for quick and effective decision making along with implementation.**

- We have management of Swargiya Jagannath Jattewar Shikshan Sanstha (SJJSS) functioning with Governing Council (GC), where majority of its executive members acting as full time regular teaching faculty. The GC started as Board of Directors (BOD) in 2009 was responsible for majority of policy decisions. This BOD was renamed as GC in 2019.

- The institute has GC, Principal,CDC, HoD, various Coordinators, Administrative Officer and Accounts to function as a strategic planner for fulfilling the institutes Vision and Mission.

- College Development Committee prepares comprehensive development plan of the institute involving academic, administrative and infrastructural growth and enable institute to foster excellence in curricular, co-curricular and extracurricular activities. They are also responsible for project preparation, implementation, monitoring and reporting to the GC.

- The Principal, being head of Administration and Academics both, shoulders the responsibility of implementing the decisions taken by Governing body in accordance with the policy and budget laid down by the GC.

- The head of the department takes care of planning and implementation of academic, co-curricular and extracurricular activities through various bodies and committees.
- Training & Placement cell takes care of training of the students which is an integral part of professional course for onsite practices and office environment.

- The administrative office is responsible for institute administration and coordinates with statutory bodies. It also looks after all the non teaching staff including accounts and library department.

- Institute has various portfolios and cells for overall development of students like Concept–S, I-DO, I-Show, Fiesta, Spic Mackay, Summer studios, NASA, national and international study tours, Competitions and Workshops etc.

- Student council consists of class representative and two student members of each class and their inputs are taken in regular meetings conducted by the faculty In-charge.

- IDEAS follow the service rules, recruitment and promotional policies in strict accordance with Council of Architecture, DTE of Maharashtra State Government and RTM Nagpur University. The service rules with procedure for duties of appointed staff, payouts and various leaves are in place.

- The institute has Grievance Redressal Cell which is handled through Internal Complaints Committee (ICC), Human Resource Redressal Committee (HRRC), Anti- ragging committee and Reservation Grievance Cell (RGC). The suggestion / complaints from students and faculty can be dropped in the suggestion boxes kept at campus.

The newly formed IQAC from June 2019, has been well woven in the implementation system; giving an edge over the previous functioning.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The human activity however small has some environmental impact. The following narrative elaborates on efforts taken, through the committee and its effective implementation.

The institute lead by the group of professionals has Environmentalist and Naturalist principles at its core. The initiation of its first post graduate program in Environmental Architecture has reflected this value. Our campus located at the outskirts of city; was built on the virgin land. The city of Nagpur was chosen as solar city and government of Maharashtra started the Net Metering system for electricity consumers with subsidy. It was resolved on 22nd May 2018 in BoD that we should apply for this net metering system. This has seen switching over of our institute to alternate system with installation of PV solar panels.

The environmental committee was established in June 2018, in order to facilitate other environmental concerns on campus. We have taken several steps to make our presence felt with least impact on the environment.

The committee, in the first meeting has come up with IDEAS Environmental Policy and resolved that henceforth the meetings will be scheduled in the month of December and June every year.

In the first phase we started installation of energy saving equipments / gadgets like LED bulbs, replacing CFL reducing down the wattage consumption of power. This along with installation of net metering system (15th October 2018) has seen drastic reduction in the energy bills.

Next was the sewage from the toilets on campus, initiated and approved on 9th November 2018. The effluent was monitored for its content and quantity. A Multi layer DWAT System for treatment of sewage was designed by the in house team having Septic Tank and root zone treatment. This treated sewage water

was filtered to store in underground sump for secondary use like flushing of the W.C. pan in common toilets resulting into effective recycling of water.

The committee has approached SAAD, a NGO working for bio waste for the installation and training of our staff on 27th August 2018. We have installed their composter kit for the waste from canteen and recycling of paper, cardboards and e-waste. We have the MoU with them, for continuous monitoring and support.

Further, on 28th March 2019 the rain water harvesting from the roof was taken up, collecting it through pipes into sump for gardening in side margins. As the campus is surrounded by agricultural land, the rain water could easily be diverted for recharging of the ground.

These installations have many fold effect. It helps students and faculty to understand various environmental systems along with saving of precious resources; apart from monitory benefits to the institute.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The IDEAS always believe that the great institutes are made by the human beings and not meagerly by the structures they function in. So we have always invested on our faculty, who has been the strength of our institute. This is evident through various welfare measures we take at IDEAS.

The institute, right from its establishment in the year 2009; provide the contribution towards securing future of the Teaching and nonteaching staff through GOI run Employees Provident Fund. **We contribute nearly INR 12,00,000 as contribution of employer towards EPF on annual basis.**

The institute also ensures all the teaching and non teaching staff for accidental insurance coverage contributing INR 43,000 on annual basis. **This ensures accidental death benefit of INR 5,00,000 to all the staff working with IDEAS.**

The institute reimburses the expenses of faculty members attending various conferences / seminars/ STTP and symposium along with hands on workshops for skill enhancement. Institute has contributed INR 1,20,000 towards the teachers training program (TTP) organized by Council of Architecture, on various themes.

The faculty is encouraged to present and publish research papers along with writing articles and books

through IDEAS publication cell. The allied faculty is encouraged to hold exhibitions of paintings and other art forms at various levels.

The daily working of all staff is boosted with tea / coffee on daily basis from the canteen and institute bears the expenses incurred to the tune of about INR 1,25,000 on annual basis.

The institute also believes that staff and their dependents are one family and are taken for two day picnic at suitable destinations once in a year. **This yearly tour of staff members along with their family incurs expenses about INR 2,00,000 bourn by the institute.**

Apart from the monetary benefits mentioned above the facilities such as Study leave for higher education, research, attending conferences and maternity leave are provided for the staff appointed on regular basis.

Apart from the above mentioned aspects we also support in the following:

- Promote the Individual staff for Professional practice on field and pursue hobbies.
- Support to conduct program to upgrade skills and knowledge.
- Financial support for urgent/ festive need (advances / loan).
- Security and vigilance on campus through CCTV.
- Counseling facility for professional, financial and social well being.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 13.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	1	11	5

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	
Any additional information	

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	1	0	0

File Description	Document
Reports of Academic Staff College or similar centers	
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 4.1

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	1	0	2	1

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File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

IDEAS established by the group of professionals understand the importance of appraisal system. **The Board of Directors, who are also actively involved in the academics as faculty members, monitor the progress on regular basis.** The overall performance of teaching staff is judged on regular and annual basis through his / her presentation and dialogue with the Principal and senior teachers in addition to self appraisal.

The faculty of IDEAS is required to present the self appraisal at the end of academic session with a presentation on various criteria viz. Subjects taught, pedagogy adopted, challenges and improvement, quality up gradation etc. before the Appraisal Panel.

The process and parameters considered for these are

- The **student's feedbacks** of faculty members are taken to judge the performance and effectiveness of teaching learning process.
- Academic audit of every faculty member is carried out through **Presentation** to access preparedness with respect to outcomes and initiation for given task.
- **Discussion with Principal** is carried out to validate the contributions of each faculty, which also include assessment on the basis of individual's behavioral factors.
- Overall performance is also inclusive of his/ her **Participation** in co-curricular, extracurricular, study tours, conferences, workshops and QIPs attended.

Procedure:

Every faculty member is asked to fill up the self appraisal form at the end of academic session.

- Filled form will be submitted to the office through HoD, with remarks.
- Every field in the form is required to be filled with due diligence.
- The ADC evaluates the form on 5 point scale with average for that year.
- The Principal along with members of GC, review the self appraisal and put the final remark.
- Faculty is notified through the remark section for the appreciation / improvement, if any.

The teaching staff, which has enhanced their qualification after the joining of the institute, has been given 2 and 5 increments for Post Graduation and Doctoral Research respectively.

The non teaching staff appraisal report is prepared by the Administrative Officer, reporting the annual

feedback of staff before the management. The deserving non teaching staff is given incentive in the form of monetary enhancement over and above the regular increment.

The institute believes that the performance appraisal of Teaching and non teaching staff is essential for the achievement of its commitment to provide quality education.

We believe that the transparency in the appraisal system is the key; for success in short time of its establishment.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Audits, both financial and stock are better for self appraisal of any system. We at IDEAS regularly conduct financial audit through the appointed auditors for each financial year. **The internal audit is conducted by Mrs. Sarika Pendhari, Nagpur on quarterly basis.** The internal auditor checks fees and other receipts and payments with vouchers and necessary supporting documents and ensures that all payments are duly authorized. The report for internal audit is generated on annual basis.

M/s A. N. Bhagat & Co., Charted Accounting firm at Nagpur was conducting external financial audit till 2017-18. M/s Ajay Gandeja & Associates, Charted accountant firm from Nagpur, conducted external audit for 2018-19. **Currently, the external financial auditor is M/s Dara & Associates, Nagpur who are Charted Accountants.**

The external audit has been completed in March 2019 for the F.Y. 2018-19, audit reports of the F. Y. 2017-18, 2016-17, 2015-16 and 2014-15 are also prepared in the similar fashion.

The audited financial statement of college is uploaded on website as mandatory disclosure.

The internal audit of Stock of equipments with Workshop and Computer lab is conducted on annual basis by appointed panel of non teaching staff. This takes on record the items which are damaged/ need maintenance or to be written off. This has reflection in financial audit in terms of depreciation on fixed asset.

The internal audit of Stock of Library books is conducted by appointed internal panel. Audit of all the books is conducted once in three years where as 10% sample audit is conducted every year. This takes on record the books as per the accession register and report generating about books which are damaged/ need binding or to be replaced by new. This has reflection in financial audit in terms of depreciation on fixed asset along with requirement of provision in budget.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The formation of SJJSS, with its maiden solo venture of IDEAS, is conceived by the group of academicians and professionals having vast experience in Architectural Education. The mobilization of funds for various activities was always a challenge. The trustees of SJJSS have applied for project loan to various financial institutes along with the initial corpse deposited by the individual members of the society.

IDEAS being self financed permanent 'No GRANT' basis institute; does not receive any funds or grants from the government. The institute primarily draws its finance from the fees collected from students, scholarships / free ships offered by State government to backward class students. The annual fees structure for every session is approved by the state government 'Fees Regulating' authority.

The Gandhibag Sahakari Bank Ltd., in the initial years and Reliance Commercial Finance Ltd., was approached for the Project loan at various stages in the development of IDEAS. The trustees, on regular basis also contributed for the shortfall in expenses as and when required as hand loan.

The institute, having its brand value because of the trustees being academicians and professionals; the parents also contributed to the cause of this venture. **The parents of second and third batch of students have contributed the fund in terms of deposit,** to be refunded after successful completion of the course.

The institute with growing financial need for augmentation and development of its infrastructure is seeking loan from various sources and is capable of paying installments.

Optimal utilization of funds:

- The section wise requirement of any purchase is prepared by the respective in charge; in accordance with the perspective plan for that academic session.
- The quotations are invited from various suppliers, evaluated and comparative statement is prepared. Suppliers with lowest quote are personally discussed for further negotiations. Orders are placed by the office, which ensures quality at competitive price.
- Enhanced remuneration based on the performance quotient of the teaching professionals is provided. Higher honorarium is given to the outstanding deserving candidate, in order to retain the good staff.
- Library purchase is a better example, showcasing the purchase of right content; avoiding dumping of books.
- Adequate funds are utilized for development and maintenance of every good infrastructure for the institute. The funds required for the construction of building is minimum as the designer and supervisor of the infrastructure is in-house.

File Description	Document
Any additional information	[View Document](#)
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

Response:

The improvement in grade is right of every student, is well recognized at IDEAS. This can be very well understood by the following case.

- The students work at IDEAS is a result of continuous experimentation in pedagogical process. The merit of this work is seen at the University exams, through our meritorious ranks at regional level. However, the sessional work, reflection of studio efforts needs a benchmark for testing amongst peers. The academic development committee has decided to display this studio work at some state / regional level platform.

The MASA, a state level association of schools of architecture was holding its annual meet at Nagpur on 13th, 14th February 2020 with competitions and awards. The ADC has decided to take this opportunity. So ADC after the reviews and meetings with IQAC recommended the management to go for MASA competition with studio work in all 3 categories. The entries, in the form of students studio work was displayed and evaluated by the jurors. This student competition at state level, endorsed the merit of our

efforts as we bagged all the 3 awards along with 4th for best institute in the State of Maharashtra.

The IQAC team and their review has significantly contributed towards boosting of the morals of all stake holders in the process.

- The human activity however small, has some environmental impact. Our campus located at the outskirts of city; was built on the virgin land. We have taken several steps to make our presence felt with least impact on the environment. The various initiatives like PV solar panels for generation of electricity, installation of energy saving equipments / gadgets like LED, Multi layer DWAT System for treatment of sewage, Composter for bio waste from canteen, recycling of paper, cardboards and e-waste, Rain water harvesting and recharging were started in last 5 years.

The environmental committee has decided to put forth the formal green audit assessment to CDC and after the reviews and meetings IQAC recommended the management to go for Indian Green Building Council's (IGBC) green audit. The accredited professional from IGBCAr. Manisha Gotmare, Nagpur has visited the campus for initial preparation and suggested the requirement of audit. The CDC has instructed to Environmental Committee to comply with the basic requirement and proceed for the audit. The audit report is generated by the accredited professional after detail inspection and gathering data for various parameters.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The following changes in practice of teaching learning process are initiated after July 2019. The assessments of student's understanding in few areas of specific subjects were discussed in the meeting of Academic Development Committee and further recommendation of IQAC has seen the positive impact on those areas. This has been highlighted through following two cases.

- In the subject of **Construction Technology and Materials –VI** of sixth semester undergraduate; the students used to learn the topic of High Rise Buildings and their structural system through sketches and photographs of building. The assessment of Academic Development Committee and suggestions of IQAC has recommended the change in approach to improve the understanding of students through '**Hands on**' exercise. The team of faculty handling this subject resolved that, this can be reinforced with making of the actual scale models of different structural systems by group of students. These models then were tested for their stability, structural behavior and wind pressure behavior using different methods.

This has a better result in understanding of this topic with the students.

- The subject of **Architectural Design- III** in forth semester, used to have an assignment with regional architecture, reflecting climate on to materials and form of the built habitat. The proposed new scheme of examination for 2020-21 has seen the split of this subject into **Architectural Design and Allied Design**. The Academic Development Committee and suggestions of IQAC has recommended that, the faculty should start implementing the scheme from the present academic session itself. The allied design part will boost the creative instinct in the students along with the effective utilization of studio classes apart from giving an edge over the other institutes.

Accordingly, the studio classes were split into Design and Allied topic on weekly basis framing the exercises for creative outcome. The faculty after due discussions / deliberation has come up with innovative exercises. The five subdivisions were given the different task with two mentors and group of students. These models which have some physical features will become part of the display on campus. We are expecting positive result in terms of student's participation and outcome.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for**

    improvements
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

The institute has taken several incremental improvements in all areas, physical infrastructure, faculty appointments, establishments of various labs and library etc. to name few in last five years.

The requisite number and cadre of faculty for the growing need was calculated and duly applied to the RTMNU for approval. These posts were advertised in newspaper calling for applications from deserving candidates. They are interviewed by duly constituted panel with expert nominees and are appointed by the institute duly approved by the University and Council of Architecture, statutory body of the GOI.

The external viva- voce and internal reviews of the students, along with guidance to faculty members for the core subject of Design; has been carried out with pan India professionals from the field.

The co curricular and extracurricular activities on and off campus has seen involvement of various agencies / individuals. They have been woven into institutional setup through MoU, for continuous guidance.

The institute has seen many documentation, reports and books published with ISBN duly edited by faculty members through the IDEAS publication cell.

The establishment of Material bureau, Construction Yard for better understanding of the subject is taken in last five years. The already established Computer lab is updated on annual basis with licensed software and latest configured computers. The library has been added on annual basis with requisite books, national/ international journals, magazines and newspapers.

The building infrastructure required for the enhanced undergraduate intake along with post graduate course in terms of Studio, AV room and faculty cabins has been additionally constructed.

The auditorium with the state of the art facilities has been added along with setting of Advance Lab Centre showcasing working models. The green campus initiative in the form of DWATS for sewage treatment, rainwater harvesting / recharging and PV solar panels along with kitchen waste manure making is added to the campus.

The entire campus is under CCTV security surveillance with 24 cameras and is connected with dedicated broadband Wi-Fi with 20 mbps.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 10

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	2	2

File Description	Document
Report of the event	[View Document]
List of gender equity promotion programs organized by the institution	[View Document]

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
   1. **Safety and Security**
   2. **Counselling**
   3. **Common Room**

Response:

We at **IDEAS** believe in providing equal footing to all our student and staff irrespective of gender. In our aim to ensure that girls gets the same opportunities as the boys we have been sensitive in providing them with special or additional facilities on campus. At the same time we have realized that female students require a different skill set to make their stand in the professional world. This has borne fruit in the number of girls excelling in academics and later in practice too.

SAFETY AND SECURITY:

- The campus is under 24x7 surveillance of cameras.
- The building is well lighted, leaving no room for problem areas where security would be an issue.
- A guard is stationed on the campus after working hours.
- Workshops for self-defense are conducted for the girl students
- Grievance Redressal Mechanism exists in the college to settle grievances of students and staff

members (Teaching and Non-teaching) so as to ensure effective solution with an impartial and fair approach.

- Anti-ragging cell has been constituted and includes student members to efficiently monitor and prevent harassment of new entrants especially girls.
- The Internal Complaints Committee (ICC) has been constituted to deal with the complaints relating to sexual harassment addressing the needs of both staff and students.
- The Code of Conduct for Students distinctly specifies under misconducts that students must refrain from any act of discrimination (physical or verbal) based on an individual's identity. Under Section [D] Gender Discrimination and Allied Harassment students are warned of sexual misconduct or harassment in all forms clearly specified.
- Governing body, Principal and Teaching Staff are all governed by Code of Conducts that each stress that equal treatment should be meted out to all students irrespective of caste, creed, religion, gender or socio-economic status.
- During tours and field visits it is ensured that the students are accompanied by a female faculty.

-

- MOU has been signed with OlawaMahilaBahuudeshiySevaSanstha, a registered NGO working in Vidharbha region to increase girl empowerment. This mutual understanding enables us to provide required mentoring to girl students on personal issues through expert talks. A member of the NGO serves as member on the Internal Complaint Committee.
- MOU has been signed with experienced counsellor Miss MeeraKadwe to counsel students and staff on personal issues.
- The two assigned female faculties of ICC also act as in-house counsellors.
- The Institute understands that women staff members are less likely to follow traditional, linear career paths so it offers guidance on flexible approaches to career progression including allowing for maternity leave.

COMMON ROOM

- Common rooms are available separately for both girls and boys.
- Sufficient number of toilets are available separately for both girls and boys.
- Sanitary napkin dispenser and incinerator is installed in the girls' toilet.

File Description	Document
Any additional information	[View Document](#)

7.1.3 Alternate Energy initiatives such as:

1. **Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 100

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 36144

7.1.3.2 Total annual power requirement (in KWH)

Response: 36144

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 28

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 3023.91

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 10799.712

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

IDEAS is conscious of the importance of a clean campus and inculcating good habits among the students. All member work diligently to minimize waste generation through a policy of 'Reduce, Reuse and Recycle'. The Environment Policy spells out measures to manage waste. The Environmental Committee oversees the implementation of the policy..

Solid Waste Management:

The college believes in the policy of reducing and recycling of waste where ever possible.

· Dust bins are provided throughout the campus.

· Throwing the waste anywhere is strictly prohibited.

· Usage of plastic bags is prohibited within the premises of the College.

· The use of disposable cups and plates is avoided by the staff

· Unnecessary printing of notices is minimized. They are circulated by electronic mail.

· Single side printouts are reused for rough work.

· Newspapers, papers and other waste are collected and sold to identified agency.

· Bio-degradable waste from the canteen is recycled through process of composting. Compost thus generated is used in the landscaped areas. MOU is signed with Social Awareness and Action for Development (SAAD) for mentoring on wet kitchen waste management techniques

· An incinerator is installed in the girl's toilet to handle sanitary waste in a safe and hygienic manner.

Liquid Waste Management:

· A DEWAT system has been initiated on site to handle sewage water from toilets and kitchen. The treated water is reused for w.c. flushing in both staff and student toilets on both floors.

E-Waste Management:

· Since the college is just 10 years old not much e-waste has been generated.

· Parts that are useful in other systems are kept aside for future reuse

· Agency has been identified to collect E-waste when required

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The Institute has a two-fold system for water harvesting:

1. Ground water recharging: IDEAS has 67% landscaped area. Rainwater from the terraces and roofs has been diverted to the unsurfaced courtyard areas so that the water is absorbed to recharge the ground water. This increases ground water level and tube well is recharged.

1. Rainwater Storage and Reuse: The institute has initiated the process of collecting rainwater for both ground water recharging and for reuse in watering of plants and cleaning. A rainwater storage tank of 4100 liters has been constructed in the south west corner of the campus. The system is in its initial stage and will be replicated throughout the campus in a planned manner.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.7 Green Practices
• **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
• **Plastic-free campus**
• **Paperless office**
• **Green landscaping with trees and plants**

Response:

Students, staff using

1. Bicycles
2. Public Transport
3. Pedestrian friendly roads

Plastic-free campus

Paperless office

Green landscaping with trees and plants

Response:

We at IDEAS are aware of our responsibilities towards the environment. For this an Environmental Policy has been formulated and the Environmental Committee oversees its implementation.

The following areas are addressed to minimize the adverse environmental impact of our activities:

Transportation:

- The institute provides a reliable **bus service** for both students and staff. It has 2 buses with a capacity of 41 each.15% of the students avail this service in 2018-19.
- 27 % of the staff **car pool** as do 22 students, thus decreasing the number of vehicles used

Pedestrian Friendly Roads

- The institute has a compact plan keeping all sections- Administrative, Academic and Auxiliary (i.e. library, canteen and store) at walking distance. Vehicles are parked outside and upon entering the campus is completely pedestrian friendly.
- The presence of courtyards ensures that corridors are well lighted at all times. They are kept under CCTV surveillance for security.

Plastic-free Campus

- The staff makes a conscious effort to avoid using plastic containers and disposables. Regular washable table ware is used for lunch.
- The students are made aware of the harms of using plastic both in class and in events. Signage is placed around the campus to remind the students and staff to reduce-recycle-reuse to decrease plastic waste.

Paperless Office

- Unnecessary printing is avoided by circulating single hard copy of notice among faculty member

and sending electronically mailing the same individually.
* Single sided printouts are reused for rough work.
* Google forms have been initiated for all alumni and student course exit surveys.

Green landscaping:

1. The central courtyard spaces as well as the periphery of the campus is landscaped with a variety of plants and trees. 67% of the campus is under green cover.
2. Conscious effort has been taken to use indigenous plants for the landscaping since they are hardy and require less water and maintenance.

Carbon neutrality:

1. Natural and local materials have been used for construction minimizing on cement plastering and use of toxic paints.
2. The architecture of the building ensures maximum sunlight on all floors thus cutting down on use of artificial illumination.

There is good ventilation in all rooms aided by the internal courtyards.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 5.78

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
20.62	1.16	1.34	0.55	1.81

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 13

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	1	3	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document]
Any additional information	[View Document]

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 13

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	3	1	2	1

File Description	Document
Report of the event	[View Document]

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document]
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document]

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 33

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	9	8	5

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

IDEAS feels strongly about preserving our national culture and remembering our great leaders.

1. Independence Day – 15th August

The Institute remembers the great sacrifices of our forefathers on Independence Day with the flag hoisting followed by activities such as blood donation, tree planting etc. The event is organized by the student council and involves all members of the institute. Cultural programs are also put up by the students strengthening their commitment to the country and the integration of its people.

2. Republic Day – 26th January

Republic Day is celebrated with flag hoisting with attendance from all members of the college. The student council regularly holds blood donation camp on this occasion in service of society.

3. Teachers Day – 5th September

Teacher's Day is marked in honour of DrSarvepalliRadhakrishnan, who was born on September 5, 1888. IDEAS has adopted the Gurukul culture and philosophy for its teaching-process and so lays great importance on this day. The program is arranged by the students and allows a better bonding between student-teacher. Fun games and interaction sessions are organized.

4. Architect's Day- 1st Monday of October

The Architect's Day is marked to reinforce our commitment to our profession and to the society we serve. These values are passed on the students. The day is marked with team building activities and competitions.

5. International Yoga Day- 21st June

Yoga is an ancient practise that originated in India and has numerous health benefits. In order to preserve this part of our cultural heritage the Institute celebrated the International Yoga Day with an early morning session for students and staff in the campus foyer.

6. International Women's Day-8th March

IDEAS has begun a tradition of celebrating the contribution of women architect's to mark International Women's Day. Through the years this day has been marked in different ways from honouring our lady teachers or girl students or by display panels highlighting the works of women architects. From last year the Institute has started a special seminars series by leading women architects. With this the institute aims to empower the girl students to dream big in their professional goals and also promote gender sensitivity among all the students.

7. Other Festivals and Occasions

The Institute is observant and respectful to all festivals including Diwali, Christmas, Eid, etc. and marks them with greetings and celebrations. The Institute celebrated the Universal Brotherhood Day with the Masonic Lodge by holding a tree plantation drive.

File Description	Document
Any additional information	[View Document](#)

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The Accounts Officer oversees all transactions under aegis of the Principal.

1. As per government regulations, the fee structure is fixed by the Fee Regulatory Authority of

Maharashtra State every year based on the audited accounts of the Institution. The fee amount is available on the website for general public to refer.

2. The Income in term of student fees is deposited by students at the cash counter by cheque or cash or is paid through RTGS into the IDEAS bank account. The institute maintains separate accounts for different activities such as student activities, co-curricular activities, university fees, transport, etc.

3. A record of all outgoings is kept updated. Statutory payments are made online through government portals. To maintain financial clarity, salary of all employees is deposited directly in their bank accounts. For non-salary expenses, budgetary provisions are made by in-charge faculty and cleared by the Principal.

4. All accounts are maintained in TALLY and audited periodically.

Transparency in Academic functions

Periodic review meetings at all levels of teaching staff are conducted to ensure transparency, accountability and corrective measures. The Academic Development Committee (ADC) oversees the Academic progress.

1. The Academic Calendar is made available for students and faculty members at the start of the year.
2. The students are made aware of the syllabus, course outcome and mark distribution at the beginning of each course.
3. Continuous evaluation of student's work is done by the faculty members throughout the semester.
4. The marking system is unprejudiced. On pre scheduled dates lists of i) attendance of each student; ii) submitted assignments and iii) internal marks obtained are displayed for students to review. Grievances are heard and necessary corrections are made by the faculty.
5. The course progress is reviewed once in semester by ADC to check the timely completion of the course plan and planned activities.
6. Student feedbacks are taken at the end of semester and reviewed to make required changes and improvements.

Transparency in Administrative functions

The Institute has a well-defined organizational structure.

1. Standard operation procedures of various administrative works are defined and same is shared with student and faculty members through the Head of Departments
2. Admission to B.Arch is carried out based on the merit list within the respective category. The National Aptitude Test in Architecture or equivalent exam is compulsory. 80% admissions are carried out by DTE and 25% by the management based on merit only.
3. Faculty recruitment is carried out as per University and COA norms
4. Students and staff are able to approach the Principal and management with ease to solve grievances or discuss ideas

Transparency in Auxiliary functions

Functions of library, labs and co-curricular activities are made inclusive to all teaching staff.

1. Books are acquired by recommendations from all teaching staff and students.
2. The teaching staff at all levels are permitted to acquire books and equipment for library/labs/events worth up to fifteen hundred rupees at their discretion.

File Description	Document
Any additional information	[View Document](#)

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTISE 1

1. Title of the Practise

Nurturing in the students a commitment to using their skills for serving society

2. Objectives of the Practise:

1. To enable faculty and students to understand and appreciate the role of social involvement as an essential ingredient of personal growth.

2. To provide impulsion and means to serve the local community.

3. To foster among the students a strong sense of moral responsibilty and professional integrity.

3. The Context:

The role of the architect in society is one of high responsibility. Yet in todays rapidly globalized world there is an increased disconnection of the professional body and the issues that plague the country. We at IDEAS are keenly aware of the stress that has been laid on emerging concerns about the impact of the built environment on human behavior. We thus believe that it is essential to instill among students an interest in critical social issues and inculcate strong human values coupled with professional integrity so that they are motivated to working for the society and the country.

4. The Practice

The following initiatives have been taken to achieve the objectives:

i)Conducting Summer/Winter Studios to expose students to community based projects:

1. Rural Design Studies - This is an academic initiative to expose students to rural life and architecture and sensitize them to the issues faced by the villagers due to man-environment conflict.

2. Settlement Study – This winter design studio is conducted for students in order to enrich their understanding of how communities live and interact with each other in the old settlements. It is aimed at sensitizing them to social organizations, cultural manifestations, political and economic backgrounds and environmental context which are all parameters that influence the character of the habitat.

ii) Encouraging students to handle live social issues faced by the city & local community:

As future architects of India it is felt necessary to allow students to employ their skills and knowledge in solving live issues faced by the community they are a part of. They are always provided with a platform and the support to express their ideas.

iii)Furthering involvement of students and faculty in social causes

The students are mentored to lend their voice and time to social causes. They and the faculty are regularly involved in beneficial activities such as blood donation and visit to orphanage. They are now a part of the Rotaract Club which actively works towards contributing to society.

iv)Increasing involvement of student council in organizing social events

The social cell of the IDEAS student council is deeply involved in organizing social events including Independence Day, Republic Day and Teacher's Day Celebrations. The social cell is also active in reaching out to the community at large. This process ensures that students are made aware of their duties as citizens and professionals.

5. Evidence of Success

1. **Kondagaon Field Trip, Bastar (2019)**

IDEAS in collaboration with District Administration, Kondagaon, built a Bihan market out of Bamboo for the local artisans, as part of the outreach programme for community empowerment.

2. **Field Trip to Chanderi (2018)**

Chanderi, a small medieval weaver's town, was taken up for the Xth semester Urban Settlement Studio.

The students studied both the tangible and intangible aspects of the town, tracing how the weaving activity and the looms define the way the people live, work, eat and sleep within the house or interact and socialize outside. This made them.For students of architecture, understanding the parameters that govern the built environment is essential to develop a sensitive approach towards building design.

3. Kasturchand Park Revitalization (2017)

A competition for face lifting and revitalizing the historical Kasturchand Park was hosted by the Nagpur Municipal Corporation in collaboration with the Heritage Committee, Nagpur. The students were encouraged to participate under guidance of their faculty so that they were made aware of the strengths of this central public space and the issues it faced. Under the able guidance of faculty members they were able to put up their proposals and won first prize.

4. Documentation of Ancient Bavadi at WelaHarichnadra village (2010 onwards)

The college has been at the forefront of documenting important heritage structures in the city and the region in its attempt to preserve and appreciate the history of Nagpur. A ruined step well was first discovered by Prof. ManojBhanuse in a village around 12km away from Nagpur. The college has been documenting the structure and the students have come to understand that it once formed an important part of the local culture. The college has tried to raise awareness among the authorities towards its maintenance.

5. Success stories through alumni working to raise awareness on social issues

The attitude of commitment to social causes is evident in the achievements of the alumni who have lent themselves to social causes and have used their professional knowledge to help communities

1. DrupadAshar worked to restore the 100 year old Shiv temple at Pawna Lake, Pune

2. AishwaryaArmarkar is a member of No Difference Foundation

3. Teena Dhabalehas worked with the Kansara community of Ahmedabad to address their issues related to the survival of their craft

4. Madhura Kulkarni has conducted capacity building webinars as an expert in Sustainable Urban Mobility for activists and professionals across India talking about walkability, public transport etc.

5. Sandeep Pathe organizes Nagpur Tales which are heritage walks in academic association with IDEAS in order to raise awareness of the built heritage of the city.

6. AhsaasTarwani has initiated the Urban Sketchers to capture the essence of Nagpur through sketching exercises.

7. Nisha Bothra is involved in making of Artisan Produce Organization (APO) of Bastarand also working as a Design head in same for the growth of the organization

8. Jayesh A. Purushwani has started 'Waste on Sale' an initiative to clean up Public Areas and sell/use that Trash for creative Upcycling. An extension to this is 'Trash-e-logy' a startup to study Trash and Reuse it for Experimental Designing and Innovate such as Product design, Furniture design,

Architectural Design, etc.

6. Problems Encountered and Resources Required

1. Disconnection and poor emotional quotient encountered in new batches prevents team work and class solidarity. This needs to be countered by specially targeted workshops to increase emotional quotient.

2. Misuse of social media leads to fractions and disconnection from real life.

3. Public contacts and leadership of teachers is required

4. The willingness of the teachers to take up additional work and extra responsibility to conduct special studios is necessary

5. The practice required the support of the Management in terms of resources

BEST PRACTISE 2

1. Title of the Practice

Endeavoring to enhance professional competency of students

2. Objectives of the Practice

1. To establish a strong link between theory and practice

2. To augment curriculum content making it relevant to the present technological environment

3. To cultivate good communication skills and efficacy for team work

4. To inculcate sound professional ethics

3. The Context

With the ever rising number of graduates joining the workforce the environment has become very competitive. To survive as a professional fresh graduates must be equipped to stand out in terms of both academic knowledge and work skills.IDEAS provides students with a definite skill set enabling them to enter the profession with confidence. They also acquire life-long learning and adaptation skills that allows them to realize their potential and be self-reliant.

4. The Practice

i) Fieldwork

Working on the field is common practice at IDEAS. This bridges the gap between theoretical knowledge imparted in the classroom and the knowledge of application. As part of each Architectural Design Studios students are required to study the site of the design, document its features and analyze the information. During summer and winter studios they spend time documenting and studying rural and urban settlements. Hands-on projects such as bamboo and mud workshops and the Association of Consulting Civil Engineers (ACCE) workshop are also a part of Building Construction and Technology.

ii) Active interface with industry

More than 75% of the faculty members are practicing architects. This keeps them in sync with the changes in the industry. The Institute also regularly invites renowned architects, tradesman, craftsmen and technical representatives from the industry to interact with the students and review or assist with the ongoing work. Feedback is also collected from them to understand the lacunas in teaching.

iii) Curricular optimization

It is important to keep the curriculum relevant to the present scenario. Most faculty add to the curriculum content to keep it updated. They introduce the latest technology or software or give examples of current projects. Also important topics are taught in greater depth and with experimentations for further understanding.

IDEAS has always taken the initiative in better the curriculum and teaching methods through enabling dialogue between the various college under RTMNU. A major exercise of restructuring the University syllabus has been taken up by the college in 2019.

Emphasis is given to subjects like Working Drawing and Professional Practice which are directly linked to working in the field. This makes the students better equipped when seeking employment in the industry.

iv) Honing of Communication and Presentation Skills

The methods of assessment focus on developing communication skills and the total personality of the students. Every semester the students face regular oral examination by panel juries of internal and

ultimately external faculty members or practicing architects. The student needs to present his/her work on sheets or power point presentation and explain to the jury. This develops in them confidence and clarity of thought. They are able to refine their speaking and presentation skills.

v) Teamwork

Architectural practice is a team work between professionals of different fields. Field studies regularly carried out in curricular and co-curricular program demand teamwork. Groups of 8-10 students are allottedto a teacher.By working in teams, students begin to identify and understand their strengths, practice their communication skills and learn to adapt to others. During Ideas Design Opportunities teams are formed with representatives of all years so that junior and seniors are able to interact and learn to work with each other. Teamwork readies the students for professional life where they need to work within an office environment with people from different fields.The Institute has taken steps to strengthen this ability in students by holding team building workshops.

vi) Integration of Computer Science and Communication Technology

Computer skills are imperative in the field of architecture as any other in the present scenario. All architectural firms demand that graduates be proficient in using basic CAD and graphic software. The Institute thus integrates computer science and communication technology with all the programmes. The students also encouraged to use their computer skills in making presentations in class and for assignments. A number of software are taught above those required by the prescribed curriculum to keep the students updated. Special Teaching Programmes (STPs) are introduced each semester to upgrade software skills.

5. Evidence of Success

1. **Positive employer feedback**

Students going for internship in the 8th and 9th semester are required to submit an employer feedback on their i)Punctuality; ii) Sincerity; iii) Creativity; iv)Coordination with seniors; v)Initiative nature; vi)Enthusiasm; vi)Leadership qualities; vii)Willingness to learn.

Analysis of these has revealed that

1. 84% of the employers has stated that the students are punctual in the allocated work.

2. 87% of the employers has stated that the students are sincere in the allocated work.

3. 85% of the employers has stated that the students have shown good creative skills in the allocated work.

4. 88% of the employers has stated that the students have shown good coordination skills with the seniors in the allocated work.

5. 86% of the employers has stated that the students have shown great enthusiasm while working.

6. 83% of the employers has stated that the students have shown leadership skills in the work.

7. 89% of the employers has stated that the students have shown willingness to learn.

It is evident that employers are satisfied with the professional attitude of the interns.

2. Alumni Feedback on their Professional Skills as Mentored at IDEAS

In the feedback form sent out to the alumni they were asked to rank their professional skills as mentored at IDEAS under four heads: i) Ability to lead; ii) Ability to solve complex architectural problems; iii) Ability to handle stressful work load; iv) Ability to work with diverse groups.

From the 175 responses received the percentage of alumni who ranked their ability 4 or above are:

1. Ability to lead -   86%

2. Ability to solve complex architectural problems -   87%

3. Ability to handle stressful work load -   90%

4. Ability to work with diverse groups -   91%

This shows the confidence and capability that the students gain during their life at the institute. This helps them perform well in professional life

3. Alumni Employment Details

When asked details of their first employers, only 20% of the alumni did not confirm employment. It is also seen that within 5 years of passing out many students have been able to successfully set up their own offices.

2009 Batch

1. AnujaDhawade

2. KunalRelwani

3. GauravDadhiwal

2010 Batch

1. Sandeep Pathe

2. Srushti Tiwari

3. Sameer Kachore

4. Saket Dhannorkar

5. Madhura Joshi

6. Khyati Vasani

7. Akshay Gurmule

8. Aditi Agrawal

9. Nikhil Jolly

10. Sayali Manekar

11. Suman Sharma Shah

12. Aaditi Pradhan

2011 Batch

1. Bhumin Dhanjani

2. Prateek Shende

3. Sushant Chandekar

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4. Nikita Chachda

5. Eta Sonarghare

2012 Batch

1. Rohan Takalkar

2. Nisha Bothra

3. Rahul Pandhripande

4. Pranav Kalyani

5. Sayal Sethiya

2013 Batch

1. Raghav Gupta

2. Priya Gunjakar

3. Prati Sarve

4. Ravi Ghugane

6. Problems Encountered and Resources Required

i)To make this practice successful the Institute need to employ experienced faculty who are in touch with the industry and updated to the latest building technology as well as computer software.

ii)MoUs have to be made with industry

iii)The computer lab needs to be updated with the latest software

iv)Teachers have to take extra efforts to keep revising course content

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The priority and thrust area of the college is well aligned with its vision and mission through its academic and extra-curricular programmes. IDEAS (Institute of Design Education and Architecture Studies) as the name mentions is dedicated to the synchronization of architecture with all allied fields of design. It firmly believes that an architect must be aware of and appreciate the design fundamentals and processes that go into the creation of different art forms.

In keeping with this ideology the following initiatives have been taken:

1. **Ideas Design Opportunities (IDO)**

This program is also known as Vertical Design Studio because students vertically across five years of architectural education work together on four design verticals. The activities involve creative fields other than architecture such as furniture design, documentary film-making, urban place-making, construction of temporary structures, product design, etc. This one week exercise is planned to expose them to different design techniques and processes. For this purpose the program includes expert lectures or workshops. The students are thus trained in a variety of art forms and are able to get hands on experience from the beginning of their course, guided both by their mentors and seniors. The final design is judged by an invited panel who further provide inputs to improve concepts, design and execution. The work is showcases in a annual exhibition which is open to public.

2. **Regular workshops and seminars**

The institute regularly organizes co-curricular activities aimed at developing an appreciation of different arts and crafts. Invited lecturers range from industry experts, academicians and local craftsman. A list of allied art taught through special workshops in the past five years include:

1. Warli Painting
2. Pottery
3. Comic Design
4. Mural Making
5. Photography
6. Mask making
7. Screen Printing

3. Allied Design Program

A special program is included in the design studio to focus on allied design. The first run of this course dealt with product design through three separate exercises: i) study and redesign of a construction tool, ii) design of a keychain; and iii) design of a vending stall. Each included detailed documentation and understanding followed by design accompanied by a true scale working model of the design.

4. Musical Evening

An important art that features regularly in the institute activities is music. The musical evening is regularly arranged by the Student's Council in collaboration with SPIC MACAY. The program is a tribute to classical Indian music and has featured famous artists including Pt. Brij Narayan, Pt. Vidyadhar Vyas and Smt. KalapiniKomkali. The students thus have the opportunity to appreciate good music.

The Institute's innovative ideology of combining allied studies in the architectural teaching-learning process have brought high dividends.

1. The broadening of the field has resulted in various research and thesis topics that have been inspired by allied disciplines.

1. Linkages in Architecture Traditional to Contemporary : Conservatory for Folk Art of Maharashtra by Rama Anil Mundhada (2018)
2. World Convention Centre for Fashion at New Delhi by PrabhatTripathi (2018)
3. Rural Advancement Empowering Artisans, Nagpur by Ketki Manohar Deshpande (2018)
4. Kala Sangam : An approach to preserve culture of tribal of Chhattisgarh by Anamika Agrawal (2019)
5. Gurukul for Indian Classical Music , Nagpur by TejasChande (2019)
6. Art Work spaces at Urban Park Delhi by MaithileeJunankar (2019)

2. The students have regularly received recognition and awards for their contribution to alliedfields.

1. PrabhatTripathi participated and won awards in several fashion shows as the Chief Designer at Institute and Inter College Level and also won the FCCI-IFFA Best Animated Frames Award for animated film on social welfare. His team included IDEAS alumni Aditya Pise and SanjanaKinariwala as models, PranilPelne as photographer and MaithaliJunaba as makeup artist
2. ShrutiPratape was selected in theatre road of Indian Idol and Marathi reality show SangeetSamrat
3. SawaniWakharkar was mentioned for her art work in an article titled 'Shades of Art' published in Femina (December, 2019)
4. AishwaryaGwandewas crowned Miss Fabb Nagpur 2018

3. Many students, after completing their bachelor studies in architecture have gone on to pursue masters in design and work in varied art fields

1. Prabhat Tripathi went on to becoming a Creative Designing director for the virtual fashion collective 'PERQUISITE' under the brand platform 'PrabhatTripathy Designs'.
2. Priyanka Shivhare is Assistant art director for web series to be aired internationally on Netflix
3. Shruti Rathi was selected to the University of Arts, London and completed a Diploma in Visual Communication
4. Nisha Bothrais the founder and Principal Partner of the Ochre Studio that works in Bastar region of Chhattisgarh to promote tribal art.
5. Sawani Wakharkar runs a successful art studio named Creative Kona
6. Anuja Dawade makes handmade products under the label 'Anukruti'
7. Disha Kankanija works on art installations in her studio 'Fancy Shades' in Pune
8. Shraddha Agrawal is a graphic designer
9. Dhrupad Ashar designs logos through his company, dhrupadashar designs
10. Saurabh Khobragade is also a graphic designer
11. Ria Mohta is an illustrator and works under her company, artisanarbor
12. Pranil Pelneis a lead photographer at PranilPelne Photography
13. Daniel Indurkar freelances as a music director
14. ShivaniWaghela is the owner of 'Tiny Pots n Plants' creating handmade pots and succulents

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5. CONCLUSION

Additional Information :

The institute strongly believes in a healthy relationship of curriculum and industry, thus various certificate courses, workshops, seminars and Guest lecturers becomes the integral part of teaching learning process. At the institute, for each course within the semester of the programme, the course outcomes, the program outcomes and program specific outcomes are well established and they are communicated to students. Evaluation process is robust and transparent. The institute has a policy to communicate marks to students by displaying them on notice boards and also resolve their grievances for internal and external evaluation through Grievance Redressal Committee (GRC). In the institute, the students who are undergoing academic stress or other related issues, special mentoring is provided to motivate and encourage them by assigning councilors and mentors.

The institute's library has stock of rich and many-a-rare books, augmented since its inception. It also has sufficient resource material, e-learning tools with well established library book identification and procurement process in place. The procurement and augmentation process is decentralised such that all staff and students are part of it. The institute's library by virtue of its rich stock of books provides a feed not only to in-house users but also students from other institutes too.

The institute is differently able friendly, with provision of ramps, rails and wash rooms (exclusively designed considered differently able requirements). The institute has dedicated wheel chair for such users. IDEAS has commissioned 28 kw on grid roof top solar project. Bio-degradable waste is converted to compost to be used as a manure in the landscaped area of the campus. DEWATS, a system which works with a septic tank and effluent treatment using phyto-remediation process root zone treatment system by aquatic plants in well established in the campus. The campus is pedestrian friendly with a horizontal foot print, thus reducing the requirement of lift. The administrative communication of the institute generally happens through electronic medium, thus reducing use of paper.

Concluding Remarks :

The Institute organizes various programs like Personality Development, Yoga sessions, as well as issues related to environment and gender equality are also addressed through activities like tree plantation, celebrating women's day. The institute is sensitive towards social and national integration by regularly conducting events like Independence Day and other festivals like Ganesh Utsav, Garbha.

The institute maintains transparency in its financial, academic, administrative and auxiliary functions through a simple and structured hierarchy of roles and responsibilities. Service rules, employee welfare schemes, promotion systems are well defined. As a part of e-governance, the Institute has automated major processes. Various stakeholders of the Institute are involved in Committees/ Boards at various levels for sustaining education effectiveness which is reflected through organizational structure of the institute.

Various welfare schemes are available for teaching and non-teaching staff associated with the institute. The institute regularly conducts financial and other audits through appointed auditors for every year. The newly formed IQAC has been well woven in the implementation system; giving an edge over the previous functioning by streamlining ensuring the quality in academic and overall administration of the institute.

IDEAS is identified by R.I.B.A. (only ten such institutes being qualified within the country) for inviting students work for very prestigious Sir Norman Foster Travel Scholarship, United Kingdom since 2017.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Number of certificate/diploma program introduced during the last five years 1.1.2.1. **Number of certificate/diploma programs introduced year-wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	0	0

Remark : Programs conducted under regular university curriculum are excluded. STPs are considered in metric 1.3.2.

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.3	Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years 1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
502	437	342	225	130

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
203	160	0	0	0

Remark : Students enrolled in the Program as defined in 1.1.2.

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 32 Answer after DVV Verification: 14 Remark : Courses mentioned in the metric already accepted as part of metric 1.1.2. Short Training

	Programs considered.
1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 492 Answer after DVV Verification: 171 Remark : Considered the students who undertook internships as certificates are provided. Report of the field visit / sample photographs of the field visit / permission letter from the competent authority not provided.
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: E. Feedback not collected Remark : Feedback not related to design and review of syllabus will not be considered.
2.4.3	Teaching experience per full time teacher in number of years 2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 591 years Answer after DVV Verification: 537 years Remark : As per HEI clarification.
2.6.3	Average pass percentage of Students 2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 92 Answer after DVV Verification: 92 2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 94 Answer after DVV Verification: 96 Remark : As per HEI clarification.
3.1.3	Number of research projects per teacher funded, by government and non-government agencies, during the last five year 3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 1 Answer after DVV Verification: 0 3.1.3.2. Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 37

	Answer after DVV Verification: 37 Remark : Opted out metric.
3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years 3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>6</td><td>5</td><td>10</td><td>11</td><td>6</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>4</td><td>3</td><td>3</td><td>2</td><td>1</td></tr></table> Remark : workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices only are considered.
3.3.2	The institution provides incentives to teachers who receive state, national and international recognition/awards Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : This criterion has been opted out.
3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years 3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>6</td><td>1</td><td>10</td><td>1</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : Actual link of UGC for journals not specified. Mentioned titles could not be found in UGC Care list.

3.4.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years
	3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	5	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	2	1	1

Remark : Awards and recognition received by the institution and not to the individual and for extension activities only.

3.5.1	Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years
	3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
515	460	420	328	236

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Copies of collaboration/related documents not submitted. Internship certificates cannot be the proof for having collaboration. For field visits, HEI has submitted only internal application and approval letters. MoUs provided are already considered in 3.5.2.

4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.
	4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
34	27.4	27.1	45.5	73.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
25.41	15.90	18.39	9.10	36.42

Remark : Expenses incurred for infrastructure augmentation

4.2.3	Does the institution have the following:

    1. e-journals

    2. e-ShodhSindhu

    3. Shodhganga Membership

    4. e-books

    5. Databases

      Answer before DVV Verification : B. Any 3 of the above
      Answer After DVV Verification: C. Any 2 of the above
Remark : E-journal subscription is billed in 2019-20. Only name of e-books are given.

4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

   4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2.514	7.565	6.647	7.565	2.514

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4.595	3.219	6.647	7.565	2.514

4.3.3	Available bandwidth of internet connection in the Institution (Lease line)

      Answer before DVV Verification : >=50 MBPS
      Answer After DVV Verification: 20-35 MBPS
   Remark : As per bill submitted.

5.1.2	Average percentage of students benefited by scholarships, freeships, etc. provided by the institution

besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
26	27	29	29	24

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
26	27	27	24	27

Remark : As per HEI clarification.

5.1.4	Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
52	63	24	27	45

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
195	63	24	27	45

Remark : As per HEI input.

5.1.5	Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
173	170	129	122	51

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	00	0

Remark : Internships are not relevant to the metric.

5.2.1	Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
41	60	35	34	44

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	3	1	1	1

Remark : HEI claims that there is no placements through HEI placement drive. Input revised according to supporting documents attached.

5.2.2	Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education
Answer before DVV Verification : 8
Answer after DVV Verification: 7

Remark : As per supporting documents

5.2.3	Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	9	3	10	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	4	4	6

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 11 | 10 | 5 | 12 | 7 |

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	10	5	12	7

Remark : As per clarification.

| 5.3.3 | Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years
Answer before DVV Verification:

|-------|

2018-19	2017-18	2016-17	2015-16	2014-15
23	23	18	21	18

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	3	3	3

Remark : As per HEI clarification. Independence day, Republic day and teachers day included in 7.1.17. Freshers day and Farewell day celebrations not included.

5.4.2	Alumni contribution during the last five years(INR in Lakhs) Answer before DVV Verification : ? 5 Lakhs Answer After DVV Verification: <1 Lakh Remark : Documents submitted during clarification are invalid.

6.3.3	Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years 6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	3	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

4	2	1	0	0

Remark : Only professional development / administrative training programs.

6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years
	6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	4	1	9	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	1	0	2	1

Remark : Programs of duration less than one week will not be considered

6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year
	6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

7.1.4	Percentage of annual lighting power requirements met through LED bulbs
	7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 3072.384 Answer after DVV Verification: 3023.91 7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 10799.712 Answer after DVV Verification: 10799.712

	Remark : 28% of Annual lighting power requirement (in KWH) as per supporting documents.
7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years 7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20.62	1.16	1.34	0.55	1.81

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20.62	1.16	1.34	0.55	1.81

Remark : HEI initial input is accepted based on documents.

7.1.9	Differently abled (Divyangjan) Friendliness Resources available in the institution: 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: D. At least 2 of the above Remark : Physical facilities, Ramp / Rails, Rest Rooms
7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	2	3	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	1	3	2

	Remark : SPIC MACAY cultural events considered in metric 5.3.3.
7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years 7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>5</td><td>6</td><td>10</td><td>7</td><td>5</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>5</td><td>6</td><td>9</td><td>8</td><td>5</td></tr></table> Remark : Republic Day celebration considered in the metric and Graduation removed as it was already accepted in 5.3.3.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>522</td><td>505</td><td>448</td><td>454</td><td>417</td></tr></table> Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>522</td><td>499</td><td>444</td><td>461</td><td>408</td></tr></table>
1.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>56</td><td>56</td><td>56</td><td>56</td><td>56</td></tr></table> Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr></table>

70	70	70	70	60

1.3	Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
92	76	67	52	70

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
96	95	112	80	80

2.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
123.22	150.27	121.15	120.08	121.24

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
91.92	122.09	85.86	70.86	56.48