



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PRIYADARSHINI INSTITUTE OF ARCHITECTURE AND DESIGN STUDIES, NAGPUR

**PRIYADARSHINI INSTITUTE OF ARCHITECTURE AND DESIGN STUDIES,
PRIYADARSHINI CAMPUS, DIGDOH HILLS, HINGNA ROAD**

440019

www.piads.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Lokmanya Tilak Jankalyan Shikshan Sanstha (LTJSS) was founded in 1983 and today has 29 educational institutes under its umbrella. The name LTJSS is synonymous with excellence in education throughout central India. The Sanstha's philosophy is inspired by the life and work of illustrious and distinguished mathematician, educationist and social reformer Lokmanya Bal Gangadhar Tilak.

The Santha believes strongly in achieving excellence in education and offers excellent educational opportunities right from Kindergarten to PhD in various fields.

The institute started as small Department of Architecture with intake of 40 students, under Priyadarshini College of Engineering in 1994 in Nagpur. Priyadarshini Institute of Architecture and Design Studies as it is known today has grown exponentially, moving towards becoming a strong Centre of Excellence in Architectural Education not only in Nagpur but pan India, offering architecture degree course as well as post graduate course in industrial design and landscape.

The PIADS campus is an intelligent mix of built and open spaces that imbibes and exudes creative learning environment. Spacious studios and classrooms, labs and workshops all enhance and at the same time are enriched by their strong connection with the outdoors and nature, thus creating an environment conducive to architectural learning process. Our educational thrust is based on a very high level of commitment and involvement where we expect all our students to breathe architecture every moment.

Priyadarshini Institute of Architecture & Design Studies, is affiliated to the Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and thus the institute is a self-financing

institution that follows the curriculum provided by the University. The institute believes in a holistic approach towards teaching-learning and hence advocates continuous updating of its teaching process and methodologies, staying abreast with current trends and development. Excellence is not an aspiration but a culture in PIADS that subscribes to honing of academics, research and professional caliber.

Providing student-centric education is at the heart of PIADS values and to bolster and support it the institute empowers students and faculty with state of the art infrastructure.

Vision

We shall strive to achieve a 'meaningful humane and sensitive architecture', an architecture which responds to context, tradition, climate, is rooted to its land and is integral part of its people, an architecture which respects its culture and societies it is being built for. We shall strive to nurture and groom future architects towards these thought provoking thrust areas along with developing a sense of commitment, professionalism and inculcate aspirations in them for continuous update of knowledge in order to serve fellow human beings.

Mission

Our mission is to excel in every field of architectural education and be one of the premier and sought-after institute, to provide students with strong education, professional and societal leadership qualities to face and meet the global environment, creating conducive academic environment along with high-end infrastructures and allied facilities to foster and imbibe in students and faculty an academic cooperation and professionalism to enhance their technical know-how, to inculcate and still very high level of academic and professional commitments and involvement whereby expecting students to live / feel architecture every moment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Priyadarshini Institute of Architecture and Design Studies has a strong, dedicated and dynamic teaching faculty, who regularly keep themselves updated through various means like attending conferences workshops and STTPs, writing papers and also through organising activities in the institute for students and teachers alike.
- Academic Pedagogical sessions every semester to encourage innovative teaching- learning methodologies
- Enrichment and holistic development of students apart from the university prescribed curriculum through periodic guest lectures, workshops and seminars.
- Summer and Winter School to bridge the gap between academics and professional practice.
- Encouraging and supporting students to take active participation in National and International Competitions giving them a wider platform for expression.
- Mentor-Mentee System for constant monitoring of student's development.
- Physical Infrastructure and environment conducive to creative learning
- Freshman Induction and orientation programs at the beginning of the course to sensitize students towards architectural learning.
- Learner-centric/Student-centric approach with qualitative assessment system rather than quantitative.
- Largest library among Architectural Institutes of Central India.
- Gender Equity and active student's participation in social awareness programs like Blood donation and tree plantation, Cleanliness Drive, Women Awareness and Hygiene Campaign, etc. Health camps and awareness drives in nearby villages.
- Active use of ICT and interactive classroom teaching methods and studios for enhanced learning.
- Proactive management and supportive governing body that has helped in attaining Vision PIADS.

Institutional Weakness

- Dormant Consultancy Cell
- Lack of academic autonomy
- Involvement of Alumni at Institute level is less.
- Lack of on Campus Housing

Institutional Opportunity

- The institute needs to explore opportunities on a national and International platform and this can be very well attained by arranging more National and International Conferences, STTP & FDPs
- The institute aims to attain all the goals that it has set towards becoming the center of excellence in architecture education and to facilitate that plans are underway to attain Autonomous status that will provide more academic flexibility.
- Priyadarshini Institute of Architecture and design Studies needs to exploit the opportunity to strengthen and enhance its name and standing in the educational as well as professional community by intensifying and vitalize its short term course and certificate course programs.
- The Institute should also look in to exploring the opportunities presented in the form of various architectural tenders floated by government or private sector and revive the Priyadarshini Institute of architecture and Design Studies Consultancy Cell.

- Priyadarshini Institute of Architecture and design Studies aim for autonomy will help in achieving better collaborative architectural research among students and teachers alike. At the moment Architectural Research is in its nascent stage and it's a right time and opportunity for the institute to encourage and motivate students of PIADS as well as its teaching faculty members to initiate research in the fields of architecture, education, construction, design, materials, conservation, landscape architecture and behavioral sciences and other allied fields.

Institutional Challenge

- Bring in/generate consultancy assignments
- Encourage alumni involvement to strengthen ties with the professional world.
- Propose on-campus housing as a step towards enhanced learning culture.
- Enhancing student placement after graduation
- Increasing Social and Nationalistic activities thereby increasing involvement in the said sectors.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Priyadarshini Institute of Architecture & Design Studies, Nagpur is affiliated to the Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. The college is a self-financing institution and follows the curriculum provided by the University. Faculty members of PIADS actively participate in the curriculum design by attending syllabus revision workshops being organized by University time to time and make valuable suggestion, additions to enrich the architectural learning for students. The faculty regularly attends QIPs, Pedagogical brainstorming, workshops and training programs to keep abreast with the latest development in the industry. Moreover many of them are actively involved in paper writing & publishing.

PIADS has standard, well structured method of curriculum delivery by conducting brainstorming through *Pedagogy sessions* at the start of every semester. PIADS *Academic calendar* takes care of required teaching time, submission and exam and Viva schedule etc. Institute also explores new ways to prepare the *Academic time table* so that learning architecture becomes very conducive for students. PIADS also follow the process of preparing the *Teaching plans* for each and every subject of all the semesters. Institution prepares *Academic reports* of each subject every fortnight for the purpose of understanding and analyzing the quantum of delay, if any and the reason of delay in completion of syllabus. This method assists in taking remedial measures well before semester ends.

For the **curriculum enrichment** and all round development of students, institute make additional efforts in organizing Guest lectures, Workshops, Seminars, Study tours, Site visits and Soft-skill development programs. **Academic flexibility** is ensured by conducting various certificate courses and value added courses. Students of PIADS always seek the opportunity to participate in various student competition of Local, National and International level. Moreover students actively participate in various co-curricular, extracurricular, social awareness and community service through Institution, Sanstha and University level platforms. To obtain the valuable opinion and to evaluate the relevance of curriculum in context to industry's current needs, regular

structured feedback from students and stakeholders like alumni, parents, teachers are obtained; analyzed and corrective actions are taken as a routine process.

Teaching-learning and Evaluation

For Educational Institution to prosper, grow and be in sync with current trends it is necessary that the Teaching-Learning be evaluated, regularly with intention to serve every student who for reasons are from different backgrounds and abilities. PIADS over the years has evolved and developed various methodologies to assess learning level of students which PIADS in right earnest initiates by adopting entry level analysis, time tested Teacher Guardian systems with intent to identify both advanced and slow learners. PIADS undertakes this step at the beginning of every Academic session by organizing Induction - Cum - Orientation Programme where in students are made aware by communicating Institutional Policies, as well about various available facilities - such as Computer Centre / lab, Library, large / spacious drawing studios, rules and regulations of conduct, discipline, examination policies, methodologies procedure for various assignments related to internal / sessional marking and assessments and so about career opportunities.

PIADS has a system designed to respond to special learning needs of advanced or slow learner, this is accomplished by organizing Workshops, visits, Lectures, Bridge Courses, Seminars / Conferences Competitions.

We ensure that the whole, approach of Teaching - Learning is Learner Centric. PIADS organizes Lectures, Certificate, Value - added Courses, Demonstrations, Tours, Hand-on Activities. PIADS also promotes Independent Learning by facilitating various resources such as well stacked library, Wi-Fi which enhance effectiveness of Teaching - Learning Process.

To ensure effective teaching / learning ICT based Teaching - Learning is employed. Psychological Counsellor is available. A well evolved developed Internal Evaluation System is in place in PIADS evaluate both teaching and learning. PIADS practices a transparent and effective process of Evaluation. A well-developed procedure is also in place to address grievances of students of Internal assessments related to The University Examinations.

There is a well-established process and methodology to get feedback from students which is promptly communicated to concerned faculties. All this obviously helps to monitor and upgrade evaluation and improves Teaching Learning

Research, Innovations and Extension

To reinforce the culture of excellence, PIADS focuses at excelling in all the three facets of profession i.e. academics, practice and research by following modern practices.

The faculty and the students are encouraged to participate, publish and present papers in reputed journals, seminars and conferences organized by various institutions. Faculty is also motivated to engage themselves as resource persons or examiners at other higher educational institutions. One of our faculty members has won internationally acclaimed INTBAU Excellence Award for New Building Category for one of

his architectural projects. Two of our faculty members have won award at international levels for excellent papers.

To promote research culture in the institution, a number of guest lectures by research scholars, eminent architects, academicians as well as industry representatives are organized. Faculty and students are encouraged to visit research-oriented sites. PIADS has already proposed number of projects which target at various environmental issues like sustainability, water conservation, reduce, reuse and recycle, etc.

PIADS has signed Memorandum of Understandings (MoU) with various organizations through which students get diverse opportunities for grooming themselves to face a competitive global market in their respective fields. Such MoUs include corporate, educational as well as social organizations. A variety of activities likes workshops, guest lectures, hands on experiences, etc are organized under such MoUs on regular basis.

Various social outreach programs are organized under summer and winter schools as well as on Founders Day which is celebrated at a large scale at our institute so as to sensitize the students towards social issues. Apart from Blood donation and tree plantation, such activities include Cleanliness Drive, Beat the Plastic Campaign, Women Awareness and Hygiene Campaign, etc. PIADS faculty and students regularly organize health camps and social awareness campaign in nearby villages and have also won awards for the same.

Students at PIADS have also participated in national and international level activities/competitions related to social aspects in collaboration with various governmental organizations like NMC, Nagpur and MOHUA.

Infrastructure and Learning Resources

The institute adheres to the norms provided by university and Council of Architecture to produce infrastructure and facilitate effective teaching and learning. The institute is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University and it is approved by COA, New Delhi. It offers student centric education. The institute management is devoted towards development and continuous improvement of infrastructure facilities such as library with reading room, digital libraries, free journal access to students and faculty, canteen, auditorium, well equipped computer labs with internet connection, well equipped and furnished laboratories.

The institute adopts standard established systems and procedures for maintaining the physical, academic and support facilities that are mentioned in the maintenance policy document of the institute. There are college level committees that look after the various aspects of the utilization and maintenance of the physical, academic and support facilities. The role and responsibilities of committees are given below.

Institute possesses the infrastructure as per the norms of COA, New Delhi and Rashtrasant Tukadoji Maharaj Nagpur University to ensure the infrastructure adequacy and optimum use for academic growth. The requirements and availability of the infrastructure is reviewed periodically and enhancement is made as per the requirement.

The institute is situated in an area of 5 acres. The total built up area of the building is 7702.944 Sq.M. which consists of classrooms, seminar halls, drawing halls, laboratories, workshops, library, faculty cabins, administrative offices, and canteen. The institute has taken care of physically disabled students. In this regard

ramp, is provided in the entry of main building.

The Institute has sufficient, ventilated and lighted academic and administrative spaces, seminar halls, faculty cabins, digital library, continuous access of internet to students and faculty members, class rooms, tutorial halls, library, labs as per course requirement, good learning materials like charts, write ups, multimedia and models for effective teaching and learning process.

Student Support and Progression

All eligible students are offered scholarships as per norms of Central and State Government. Average percentage of student benefited by these schemes is 13.89%. In addition, Institute also offers cash awards to meritorious students and scholarship to ward of LTJSS Employees & Ex-students perusal of higher studies in PIADS. Average percentage of student benefited by Institute level scholarship is 3.68%.

The overall development of Students is ensured by organizing several capability enhancement and development schemes like Guidance for competitive examinations, Career counseling, soft skill development, Remedial coaching, Bridge courses, Yoga and Personal Counseling. Average percentage of student benefitted by guidance for competitive examinations and career counseling is 14.98%. College Grievances & Redressal Committee, Anti ragging Committee, Women Empowerment Cell, Internal complaint committee look after redressal of grievances of students etc.

Utility of conduct of Bridge Courses and Value Addition Programs reflects in Placement with average placement of the last five years is 24.29% with package from 1.20 lac per Annum to 4.20 lac per Annum. Students' progression to higher education for last Five years is 14.56% and average students qualifying in examinations of GATE and GRE during the last five years is 28.95%.

With the objective of inculcating the qualities of leadership, organization, and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees. Average number of sports and cultural activities/competitions organized at the institution level per year is 12 numbers.

In 2018 PIADS have registered a PIADS Alumni Association with a view to shape the future of the Institute by representing the views of its members and supportive alumni community. This Alumni Association contributes in many ways for the development and betterment of PIADS. Our students and Institute are benefited in various fields such as Practical training, Guest/Expert lectures, Thesis mentors etc. The alumni of Institute is guiding and nurturing our students to become responsible professionals. The alumni regularly visit the college and Training & Placement Cell to conduct pre-placement talks, highlighting the job opportunities available in their respective industries.

Governance, Leadership and Management

PIADS has established Board of Governors. (Governing Board / G.B), as an apex governing body and a very active College Development Committee (CDC). It practices / follows well established directives of Governance and Leadership and effective frame work related to organizational goals and policies. Towards this end the

institute practices decentralization and participatory approach by distributing appropriate responsibilities to all functionaries in achieving vision and mission. The delegation and decentralization of duties results into smooth and effective functioning of the institute at academic-cum-research and administrative front.

PIADS always strives at motivation and empowerment of faculty, with an aim to create a sense of direction, responsibility and positive approach among the faculty members. It takes action to enhance professional, personal and organizational goals. Institute takes care of welfare measures for teaching and non-teaching staff. It includes Academic and Professional Development, Financial Assistance, Motivation and Inspiration, Welfare Scheme Institute has well defined and well-established service rules, policies and procedures. Various bodies, cells and committees are well established and take care of academic and administrative issues and ensure smooth functioning of Institute.

PIADS practices e-governance in all areas of administration. The Resource mobilization strategy and Implementation is formulated to support strategic plans guiding towards achieving vision and mission of the Institute. It helps to promote sustainable financing of various programs

Internal Quality assurance cell established in PIADS with the aim to achieve academic excellence. IQAC follows continuous monitoring of academic, co-curricular as well as administrative activities in the institute. The adoption of best practices to promote and practice quality culture is the main objective of this cell at PIADS. The Internal Quality assurance cell (IQAC) constantly endeavors to develop effective and conducive system to achieve the stipulated goals of quality enhancement.

IQAC takes periodic review of institutional processes and suggests the events and Activities to be conducted in current academic session. It also suggests the up gradation of infrastructural facilities for academic and administrative quality assurance. All the decisions are approved by Management and implemented to achieve quality education to the students and bridge the gap between curricular and professional demands.

Institutional Values and Best Practices

This criteria is composed of information on various programs and activities undertaken in the institute that are relevant from social perspective and institute's role in social reforms, pressing issues such as gender equity, environmental consciousness and issues related to sustainability.

Two best practices which have been internally evolved at PIADS for continuous improvement and monitoring of academic processes are,

- Effective Teaching Learning & Evaluation Process. Wherein it is believed that methodical transmission of knowledge and well defined evaluation process can yield the results. The objective is to raise the curiosity and develop interest of students in their subjects, its assignments etc, to make them self-driven towards search for knowledge.
- Creating subject interest, through student seminars, assignments promoting knowledge seeking, site visits, etc along with proper planning and monitoring of teaching activities helps to achieve the goals.
- Pedagogy workshops are organized at the beginning of every academic year where in the faculty share

the pedagogy practices by them during the previous academic year and propose necessary modifications based on their own introspection as well as constructive suggestions from other faculty.

The workshop also benefits teachers towards upgradation of their pedagogy and methods of evaluation. It also helps in monitoring quality of teacher based on observation of his teaching plans, teaching and evaluation methods, nature of assignments give to students etc.

The institute has distinction in following practices such as

- Encouragement for research / study activities. (apart from those related to PhD) and promotion for publication by faculty.
- Organizing summer and winter school programs are offered by faculty with objective to give an opportunity for students to widen their sphere of knowledge.
- Students are given oath during the 'Induction Program' and 'Graduation Ceremony' to inspire them to inculcate high moral values, responsibility towards society, professional commitment, ethics and humanity.

The institute practices transparency in its academic activities by defining the objectives & assessing criteria for major assignments which is also an outcome of pedagogy workshops.

The practices towards financial and administrative make them transparent and support the functions.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRIYADARSHINI INSTITUTE OF ARCHITECTURE AND DESIGN STUDIES, NAGPUR
Address	PRIYADARSHINI INSTITUTE OF ARCHITECTURE AND DESIGN STUDIES, PRIYADARSHINI CAMPUS, DIGDOH HILLS, HINGNA ROAD
City	NAGPUR
State	Maharashtra
Pin	440019
Website	www.piads.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	RAMESH B HAMBHANI	0712-9607812399	9422810937	91-2221430	rgb.naac.piads@gmail.com
Director	HABEEB KHAN	0712-9607812399	9860274344	0712-2221430	principal.piads@gmail.com

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes 2.1.3 MINORITY LETTER AND TRANSLATION.PDF
If Yes, Specify minority status	
Religious	
Linguistic	HINDI
Any Other	

Establishment Details	
Date of establishment of the college	22-07-1994

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		
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	22-05-2019	12	MASTERS OF DESIGN APPROVAL DATE TWENTY SECOND MAY TWO THOUSAND NINETEEN VALIDITY TWELVE MONTHS

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	PRIYADARSHINI INSTITUTE OF ARCHITECTURE AND DESIGN STUDIES, PRIYADARSHINI CAMPUS, DIGDOH HILLS, HINGNA ROAD	Rural	5	7702.944

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	HSC OR EQUIVALENT WITH PHYSICS CHEMISTRY AND MATHS AS SUBJECT	English	120	102
PG	MDes,Industrial Design	24	B ARCH OR BE OR B TECH OR EQUIVALENT FROM ANY RECOGNIZED UNIVERSITY	English	20	14

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	6				12				30			
Recruited	5	1	0	6	5	4	0	9	14	15	0	29
Yet to Recruit	0				3				1			
Sanctioned by the Management/Society or Other Authorized Bodies	4				0				0			
Recruited	4	0	0	4	0	0	0	0	0	0	0	0
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				13
Recruited	11	2	0	13
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	5	1	0	4	3	0	8	13	0	34

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	0	1	1	0	3	1	0	7

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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		Total
	6		5		11

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
PG	Male	3	0	0	0	3
	Female	10	1	0	0	11
	Others	0	0	0	0	0
UG	Male	34	14	0	0	48
	Female	45	9	0	0	54
	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	2	5	3	0
	Female	1	2	2	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	8	9	7	0
	Female	15	10	3	1
	Others	0	0	0	0
General	Male	47	35	34	42
	Female	55	65	56	82
	Others	0	0	0	0
Others	Male	0	1	0	1
	Female	1	3	1	0
	Others	0	0	0	0
Total		130	130	106	126

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	2

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
555	523	490	530	560

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
28	30	16	02	01

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
103	65	52	74	104

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
48	41	40	41	40

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
48	41	41	41	41

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 24

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

2018-19	2017-18	2016-17	2015-16	2014-15
221.03	224.93	262.18	329.02	372.83

Number of computers

Response: 90

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:

Priyadarshini Institute of Architecture & Design Studies has standard, well structured method of curriculum delivery by conducting brainstorming through *Pedagogy sessions* at the start of every semester for improvisation in quality of teaching. PIADS *Academic calendar* takes care of required teaching time, submission and exam and Viva schedule etc. Institute also explores new ways to prepare the *Academic time table* so that learning architecture becomes very conducive for students. PIADS also follow the process of preparing the *Teaching plans* for each and every subject of all the semesters. These teaching plans are communicated with the students to create awareness about the course objectives, time available; type of submissions etc. Institution also prepares *Academic reports* of each subject every fortnight for the purpose of understanding and analyzing the quantum of delay, if any and the reason of delay in delivery of syllabus. This method assists in taking remedial measures well before semester ends. The learning process does not end only with teaching; the submissions, assignments and examination complete this circle of learning. PIADS has well defined process of submissions which are accepted exclusively in submission den where entry and return records are maintained for transparent and justified way of evaluation and marking. To further ensure the transparent and unbiased evaluation, the team is prepared for *Academic monitoring* which includes Director, Principal, Dean Academic, Dean Administration and Dean Design.

Following documents are testimonial of quality assurance in teaching at PIADS every semester.

1. **Pedagogy Meeting** is conducted before the commencement of every academic session to facilitate healthy discussions and brainstorming among all the faculties members.
2. Institute prepares **Academic Calendar** as per the schedule given by the RTM Nagpur university along with other activities like seminars, industrial visits, guest lectures, workshops, Study Tours, Summer Winter School, faculty development programs, Founder's Day.
3. **Academic Timetables** are prepared based on the time required for uniform completion of syllabus.
4. **Teaching Plans** of each subject are prepared and submitted to dean academic so that proper schedule can be followed and tracking of syllabus completion becomes easy.
5. **Academic Reports** are prepared every fortnight to understand the progress and track the timely completion of syllabus as per teaching plans.

The culture of learning beyond the class room is specific demand of Architecture education for effective understanding. The curriculum structure of institution includes theory inputs, student's interactive sessions in studios with mentors. PIADS curriculum helps the student generate curiosity for their learning through participatory and interactive approach and to develop this, Institute maintains mentor-mentee ratio of 1:15,

especially in studio hours. In addition to this students learn many aspects of architecture study through book references, online references, Lab visits, industry visit, documentation tours, case study visits, construction site visits. These all culminates in well crafted analytical teaching documentation of each subject by the every subject teacher and creates path for upcoming semester to ensure effective and better delivery of curriculum.

File Description	Document
Link for Additional Information	View Document

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

Response: 10

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	2	2	2

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	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: 14.29

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
0	2	2	2	0

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: 32.79

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
160	163	184	192	169

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:

The institution covers and ensure the inputs on cross cutting issues like Environment and Sustainability, Human Values and Professional Ethics into the Curriculum to students through various following subjects,

1. *Environmental Impact* –

This subject develops understanding / knowledge about variety of environmental concerns thereby sensitizing the students toward the environment. Understanding and the need to lead more sustainable lifestyles and the need to use resources more equitably.

2. *Environmental Studies* –

This subject imparts knowledge about Environment and its allied problems, acquiring skills to identify and solve environmental related problems, inculcating an attitude of concern for environment and motivate students to participate in environment protection and improvement.

3. *Appropriate Technology* –

This subject helps students understand the Meaning of Appropriate Technology and its concept. Significance of Appropriate Technology in present context as compared to conventional technology. Various techniques of cost effective & sustainable technologies available today. Role of architectural design in achieving the objectives of Appropriate Technology.

4. *Regional Architecture* –

This subject develop understanding about sustainability in architecture as distinct from other historical and modern styles of architecture; to appreciate that it is site responsive and an outcome of indigenous techniques and various social, economic and mythical values of the society.

5. *Sustainable Development* –

This subject impart knowledge about principles and concepts of Sustainability their application to plan, provide and achieve Sustainable Development, emphasizing on making students aware and abreast with : -

? Approaches to balance different , but often competing needs of the environment.

? Present status of Sustainable Development in various domain and action plan, strategies methodologies / actions to be initiated for achieving Sustainable Development.

6. Man - Environment Relationship –

This subject develops understanding of concept of environment and socio-cultural impacts of built environment. Various facets of human Environment interaction and effect of Environment and human behavior and making students aware of future threats of and to environment.

7. Environment Psychology –

This subject makes students familiar with the theory and research in the field of environmental psychology.

? About understanding of psychological methods to improve functioning of physical Settings.

? About the awareness and impact of physical surroundings on human behavior and make them willing to change the environment to meet the needs.

8. Professional Practice –

This subject develops understanding to acquaint with the various responsibilities of an architect and understand the technical as well as ethical conduct required for practice. It also throw light on nature of profession, difference between trade, business and profession, taking instructions from the client, its interpretation, design process and its stages. The significance of professional society, code of conduct, Ethical ways of getting architectural commission, Importance of conduct of architectural competitions, architectural copy right.

In addition to teaching these subject in syllabus, we also involve our students with faculty in not only creating awareness but take active participation in various environmental and sustainability concerned events at campus level like Waste Management, Rain water harvesting, Tree Plantation, Blood donation.

File Description	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: 25

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

Response: 25

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
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 20

1.3.3.1 Number of students undertaking field projects or internships

Response: 111

File Description	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
Any additional information	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: A. Feedback collected, analysed and action taken and feedback available on website

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: 3.98

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
21	17	17	30	21

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: 88.71

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
130	130	106	126	129

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	140

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: 100

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
28	30	16	02	01

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:

Response : Architectural Education is different in many ways vis-a-vis that of Engineering, B.A., B.Com etc. In Architecture major part of **Teaching and Learning has to be** undertaken in Drawing Studios under the able and constant Instruction, watch and interaction of Teachers. The PIADS in this direction based on past experiences has evolved the following **Policies and strategies**

- To ensure proper, close interactive sharing of know - how and experiential learning on continuous basis between Teacher and learner also ensures and inculcates quality engagement to guide, mentor, inspire the students in all drawing related studios it is decided to practice mentor - mentee concept by dedicating a teacher to a group of students composing of 12-13 students for Architectural Design and 18-20 for all other drawing related courses; with a freedom to students to move both vertically / laterally to contact any faculty.
- To extend the above concept in courses not involving drawing work by continuing the same teacher and same group to look after their learning process.
- To dedicate an experienced faculty as class teacher to monitor and double-up as counselor for proper development of every student irrespective student is a slow learner or advance learner. With these established Policies. PIADS puts in concrete efforts for every student whether an advance learner or slow learners, by continuously monitoring, assessing and taking appropriate steps to enhance their learning, performance and progress.

In this direction right from the day student is admitted to first year a specially crafted Induction Programme is conducted to acquaint students with vision, mission, teaching methodologies of PIADS. And this

concept is continued by regularly conducting various courses to reinforce and cushion their learning in same spirit till the student successfully leaves the PIADS.

As part of drawing studio teaching / learning students work and submit studio assignments on regular basis, on every 3-4 days of a week and because of this peculiar approach the level of learning and performance is monitored continuously, thereby enabling to identify both slow and advance learner. Identical Strategy is also followed for subjects not involving drawing work, where in journals are collected and assessed after completion of a topic of instruction as laid down in syllabus. This helps in identification of both Slow, advance learners.

Based on their performance following actions are undertaken to meet the needs of slow / advance learners.

For Slow Learners

- Interactive contact session
- Guidance, direction in solving : Questions of University Examination, also their specific individual difficulties and queries.
- Preparing Seminars and projects.
- Issues, shortcomings in drawing works.
- Extra drawing studios for guided improvements.

For Advanced Learners

- Interactive Sessions to

A) Further enhance improve technical inputs and presentation techniques of drawing work

B) Motivating and guidance for higher learning

C) Acquainting with current trends

D) Assistance in Identifying Architectural firms for their internships

E) Preperation training for campus Interviews / placement

F) Assistance in identifying various programmes for their post graduate studies, both at national and international level.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio	
Response: 11.56	
File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0.18	
2.2.3.1 Number of differently abled students on rolls	
Response: 01	
File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

<p>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p>Response:</p> <p>Response: PIADS as a policy, at the end of every semester collects feed back from students for every subject taught to them. Based on this feed back, PIADS incorporates necessary remedial measures which are included during ensuing semester, thereby learning is made student - centric</p> <p>Interactive Learning</p> <ol style="list-style-type: none"> 1. Architectural Education involves a great amount of Drawing Work which regularly and constantly carried out in Studios, also beyond studio hours. 2. During studio working, every student interacts, discuss, debate, explain to their - teachers their concepts, working to the satisfaction of teachers and jury members. This practice assess the Learning
--

Levels for every student adopting interactive learning as In - built system.

3. For all subjects of Drawings 13-20 students have a mentor teacher. Due to this students learning levels are monitored and assessed continuously. Such interactions, and continuous contact with faculty helps interactive, experiential learning and problem solving abilities.

4. Guest Lectures, workshops, Seminars are conducted regularly wherein students are encouraged to interact with the Source persons.

5. Group discussions, model making, Construction Yard activities, PPTs helps in imparting interactive learning.

6. Mandatory Practical training is additional way of Interactive Learning.

Experiential Learning

1) Architectural Education inherently has “built-in” experiential, participative learning, encourages problem solving abilities of every student, right from First Semester till they finally pass out. Studios acts as spaces of learning; also doubles up as laboratories where students **realises and experience** learning continuously under the careful watch of their teachers.

2) Every student undergoes practical training during 8th and 9th Sem with Architectural firm. This year long training helps to fully induce a thorough experiential, participative and problem solving learning and exposes to realities of Profession and readies students to venture out as Architects.

Independent Learning

1) PIADS has a well stocked library equipped with latest books, journals, e-journals. Students are motivated to explore library resources to enhance the know-how independently.

2) Copies of Project and Seminar reports of ex-students and similarly **works of meritorious students are documented** and available in library as resources for independent learning.

3) ICT enabled class rooms, availability of Wi-Fi also helps independent learning

4) Market surveys, site visit inculcates independent learning.

Participative Learning

1) As elaborated above it establishes that Architectural Education, encourages and is inclusive of Participative learning.

2) Site Visits, Market Surveys in Groups, Educational Tours, Group discussions, Studio assignments also fosters participative learning.

3) Participation of students in co-curricular activities, of N.S.S., I.G.B.C, Annual gathering, imparts participative learning.

4) Participation in competitions such as Design Competitions, NASA participations, helps in this direction.

Problem Solving

- Design and drawing assignments in studios, with critical appraisal at every stage enhances the problem solving abilities.
- Live demonstration of works also helps in this direction.

Workshop and Construction Yard helps to recreate, build and experiment with small scaled models, experimenting forms with different materials, thus, inculcates experiential and participative learning, fostering problem solving abilities.

File Description	Document
Any additional information	View 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: 48

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 14.61

2.3.3.1 Number of mentors

Response: 38

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Response : In Architectural Education major part of **Teaching by faculty and learning by students** happens in Drawing Studios through interaction, discussions and is experiential.

Mentor - Mentee approach with reviews by professionals.

- Studio teaching is essentially and totally interactive between Teacher and students. 13-14 students are assigned to a faculty where students learn by constantly discussing, interacting their, solutions, strategies, methods of presentations, as a continuous process of Teaching - Learning.
- All drawingsolutions are monitored, discussed, assessed continuously and suggestions, improvements undertaken on continuous basis. Thereby students constantly experiences improvement and real life process of designing. At the end, every Drawing Work is Reviewed by Experienced Architects, making students fit to face real life challenges.

This innovative approach constantly helps to identify slow / advance learners

In conjunction to above the additional Teaching - Learning tools used are :

- **ICT based Teaching - Learning**
- **Digital social learning platforms (Whats app, emails)**
- **Interactive Learning and experience with practicing Architects during Internship of Two Semesters.**
- **Group discussions, Seminars**
- **Project based Teaching - Learning.**
- As part of innovation the students are subjected to learn and experience Rural / vernacular techniques of designing, rural life style, use of local material and self help methods and all such learning is documented.
- Students as a policy, every year are made to move out of class room / studio and taken to Educational Tour and industrial visits along with their subject teachers to explore and learn design and construction techniques of various types of building both from past and present
- **Innovative Teaching - Learning :**
- Students are taken to sites, given assignments to do market surveys. Thereby students get “first hand” experience how the works are being executed at Site.
- **Construction Yard Activity** - Inculcates creativity, exploration qualities, where students design and execute various items of construction. This “Hand ON” helps students to learn finer and practical aspects of construction and design.

To develop skills and knowledge in various fields such as Sculpture, Fabrication, Photography Communication etc. Students are encouraged to opt Elective subjects. Such learning is imparted by visiting faculties well known and acknowledged in their respective field.

PIADS has its own building Material, Cimatological labs; various construction agencies, fabricators are invited to give live demonstrations. Thereby widening the horizon of learning, creativity and innovations.

To upgrade the learning of students and knowledge of faculty about the current practices, innovations. PIADS on regular basis conducts Workshops, Guest Lectures by eminent Professionals and Academicians.

To upgrade teaching abilities faculty is encouraged to attend QIP, conferences, workshops.

Professionals - Institute Interaction

- Interaction of faculty and students with visiting faculty and Guest Speakers
- MoUs

Students every year participate in Competitions and Exhibitions organised by The Indian Institute of Architects and NASA

Every Year the select project works are displayed in Exhibition organised by Indian Institute of Architects which is open for public.

Faculty members are members of Professional Bodies such as :

IIA, ITPI, ICI, IIID and PIADS has **membership of NASA and IGBC**

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: 99.02

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: 0.9

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
01	00	00	01	00

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: 6.83

2.4.3.1 Total experience of full-time teachers

Response: 328

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

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

Response: 21.8

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
09	09	10	08	10

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:

Response:

PIADS has an in built mechanism whereby the students work, approach, learning abilities and output is continuously monitored and evaluated. Simultaneously necessary, improvements are constantly incorporated to ensure enhanced, improved outputs.

- PIADS meticulously adopts every reform introduced by controlling university - The Rashtrasant Tukdoji Maharaj Nagpur University.
- In the year 2012 R.T.M. Nagpur University brought in Credit Based System for B.Arch students, the same was adopted since 2012.
- To tune up students entering to first year and fill up the inevitable gap between their school level learning and that of a professional course. Before subjecting them to technicality of various subject of Architecture PIADS as a policy starts with a well crafted Orientation - cum - Induction programme stretching over 2-3 days to facilitated a Shift in mind set from school level to a professional oriented learning.
- Before commencement of the academic year PIADS drafts its own Academic Calender which contains teaching, internal tests, submission, co-curricular schedules the same is dovetailed with the Calender provided by R.T.M. Nagpur University.
- All experiences, findings obtained by continuous monitoring and simultaneous evaluation are discussed and assessed thread bare in a “Forum” which is attended and actively participated by every faculty. This forum is regularly conducted 10-15 days before the start of ensuing semester. In this forum called as “Architectural Pedagogy” teachers among themselves share and present their experiences, observation, views; openly and frankly on the matters as stated above and all such presentations are discussed thread bare and deliberated, dwelled in detail and policies and strategies are evolved and finalized to streamline, upgrade the methodologies, procedures of Internal Evaluation. All such finalised and streamlined Evaluation process are adopted and religiously practiced during the ensuing semester where-in the resulting outcome is carefully observed, experienced, monitored and assessed on regular basis and all such findings are again presented in

the forum, deliberated and reworked and through this cyclic process Internal Evaluation is reformed continuously, regularly. To mention a few are:

- Distribution of marks for all sessional subjects with proper credits to Drawing oriented and theory subjects.
- Mandatory Internship of 2 Semesters with a registered Practicing Architect and their learning is subjected to reviews and viva - voce.
- At PIADS the evaluation system is Out - come based
- Internal Sessional marks are based on the performance of students on following counts : -
 - Timely submission of Drawing/Theory assignments at the end of every module along with relevant sketch books
 - Class / Unit Tests
 - Report on Market Surveys, Site / Industrial Visits, Study tours, documentation assignments.
 - In matter of Evaluating the teachers performance the Dean Academics of L.T.J.S.S. pays a visit to PIADS and through a well developed questionnaire records the students evaluation of each and every teacher - subject wise and the same is scientifically assessed and every teacher is communicated about such an evaluation and is cautioned, advised to make necessary improvements, changes reforms in their teaching.

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

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

Response:

Response:

Due to peculiar characteristics of Architectural Education which has already been stated here-to-before in this matter the response is as follows:

I) PIADS at the begining of every semester displays on the Notice Boards the Academic Calender.

II) For every studio subjects the students are continuously monitored and assessed. Students are communicated in advance the stage-wise schedules when the students ought to submit their studio assignments.

III) Depending on the level of studio assignments assess the assignments within the stipulated dates and the marks awarded after following the due process and marks are in fact marked on the drawing sheets itself.

IV) Every assessed drawing work is given back to students to evaluate their own work and students are free to go back to the concerned teacher and discuss the reasons for the marks awarded to them.

V) For subjects not involving drawing work the students are required to submit at pre-intimated time frame at a regular interval of 15-21 days the assignments given on various topics of that specific subjects, identical mechanism as described above for drawing work is adopted and practiced for all theory subjects as well.

VI) For project / thesis work of Final Year (10th Semester) Students their progress and evaluation is carried out continuously at closer frequency of 15-20 days, by group of teachers headed by a mentor teacher and at pre final stage the review / evaluation is done by inviting external examiner usually a person from profession.

VII) Criteria for evaluation are based on performance, timely submission, level and timely interaction with mentor faculty, level of presentation, such criteria are made known to students at the beginning of semester.

VIII) The evaluation marks are marked on the drawing sheets as well as displayed on E.R.P and notice boards at regular interval in sync with period(s) of submission(s)

IX) Awarded marks / grades are noted on every relevant drawing sheet and or journals / tutorials which are given back to students for self review and scrutiny.

X) Answer sheets of every test along with awarded marks are given / shown to students for their self review and scrutiny.

X) A) So be it assignments related to studio work, theory subjects and internal tests the whole process is transparent and is carried out without any delay (s). Beside in every case students are encouraged and are free to thread bare discuss the reasons / criteria for the marks awarded with concerned faculty as well take guidance for improvement on their wall areas as well to reinforce to earn better credits

In studio assignments the topics are “far and varied” the assessment criteria obviously are also varied thereby variety essentially is practiced as an ingrained constituent of the whole system.

Thereby PIADS practices as stated above, essentially an ingrained process, methodology for Internal Assessment, with a built-in aspect to make the whole process open, transparent, robust in terms of frequency as well as with variety.

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

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

Response:

Response:

01) Examination related grievances essentially are related to Examinations conducted by The University and Examinations conducted at PIADS level. The Grievances generally are related to failure in one or more subjects, related to under valuation in one or more subjects, computation mistakes, and error (s) in attendance that is showing a student absent when in fact he / she was present and had appeared for the subject where marked absent.

Mechanism of Redressal of Grievances University Level

I) University has set of stipulated, mandated systems and procedure (s) as per Rules, Regulations framed by The University under applicable relevant Act (s).

II) Redressal to grievances is permitted by University only for Examination (s) conducted by University and not for Institute Level exams.

III) As per directives of The University PIADS has an exclusive “Students Section” where in every student is free to approach with their written application (s) clearly identifying the grievances and the same after following due process are forwarded to concerned department of The University for further necessary actions includes photocopies of answer sheets / mark lists and applying for necessary remedial action.

IV) The response by The University to the redressal sought by students (s) are sent back to the institute which are communicated and handed to students with due formalities and procedures by the “Students Section”. Problems of similar nature are also handled by Student Section.

Mechanism of Redressal of Grievances at Institution Level.

I) At the beginning of the Semester during Orientation programme students are made aware of internal examination assessment methods.

II) PIADS has evolved and established a very transparent procedure to address to the grievances of students connected to examinations conducted by PIADS which is explained hereafter :-

III) The examination dates and subject wise schedule is announced and displayed on Notice Board at least 15 days in advance. The dates of display of Results as well as of inviting grievances are also displayed. On scheduled dates the Examination Results are displayed on Notice Boards as well as uploaded on E.R.P.

IV) As a policy the internal evaluation is carried out on continuous basis and results are out as per scheduled time frame.

V) The concerned subject teachers also show the answer sheets to students and their queries are setteled to the satisfaction of the concerned student (s) at the same time only.

VI) Any student not fully satisfied with this process as a rule has to apply to Dean Academics, Dean Academics looks into the grievances and takes the final decision based on his/her consultations with concerned teacher(s) and with senior faculty and the same is communicated to the grieving applicant.

VII) This whole process is completed and setteled in a weeks time, in a very open and transparent manner.

Thus the evolved, practiced and established mechanism to deal with examination related grievances is transparent time bound and efficient.

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

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

Response:

Response:

PIADS meticulously follows the established norms and procedures to full fill the concepts governing Continuous Internal Evaluation .

I) At the start of every academic year the R.T.M. Nagpur University issues an Academic Calender to every affiliated institute spelling out the number of days teaching and examination dates.

II) PIADS in sync with Academic Calender of The University drafts its own Academic Calender well dove - tailed with University Calender to fulfill the programme requirements. The Institute level calender is approved by Director PIADS and readied before the commencement of Academic Year.

The Academic Calender is displayed on the notice boards.

III) The subject allocation done by Dean Academics under the guidance of Director. The subject allocation is based on the area of interest, expertise and past performance of the faculty. Once the faculty is Allotted the subject then all concered faculty draft out the teaching schedule of their respective subjects in confirmity to time frame of Academic Calender; and this is finalised in consultation with Dean Academics and Director. The same is then displayed and shared with students by the respective subject faculty.

IV) Time table incharge faculty prepares the Time table as per prescribed load factor, credit hours for each subject and the same is finalised in consultation with the Director and displayed on Notice Boards prior to commencement of every semester and uploaded on E.R.P.

V) Coverage of syllabus is monitored every fortnightly and the report is submitted to Dean Academics of parent body the L.T.J.S.S.

VI) At the start of academic year the Orientation programme is conducted for the students wherein the Director conveys the examination and assesment system, the evaluation process, the schedule and composition of the Academic Calender.

VII) Well before the start of The University examination all faculty members complete their syllabus, all necessary tests, assignments, sessional assesment and award internal marks

VIII) The finalised internal marks of every subject are to be submitted to The University on schedule dates, before the start of the Semester Examination conducted by The University. To adhere to this mandatory requirement PIADS promptly complies with all such obligations.

IX) Basis for award of “Sessional Marks” is the outcome of continuous Internal Evaluation which has already been elaborated under this Criterion.

X) Regular assignments are given by every subject teacher, to monitor the understanding of content delivery.

XI) Results of every sessional assignments, tests are shared with every student as well as displayed on Notice Boards.

XII) Academic Audit is conducted by experts drawn in from other colleges comprising a team of 3 persons, of which 2 are from academia and one practicing Architect. Their suggestions / observations are incorporated during the ensuing Academic Year.

XIII) Since continuous and regular monitoring of internal assessment forms the basis for award of Sessional Marks the PIADS has always meticulously, regularly and punctually performed this obligation in every “Word and Spirit” and PIADS adheres to the Academic Calendar for conduct of CIE.

File Description	Document
Any additional information	View Document
Link for 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:

Response :

Keeping in mind the fact that the two Programmes namely the B.Arch and M.Des offered by PIADS are very different in approach and contents in matters related to Teaching and Learning vis-a-vis other courses such as B.A, B.Com, B.B.A, M.B.A, Engineering, since these two courses offered by PIADS deals with Planning, Designing and execution / construction of buildings and various products. And because of this peculiar character and specific requirements majority of the teaching and learning happens / is undertaken in Drawing Studios supported and supplemented by Model Makings, Site Visits, Compulsory Practical Training of Two Semester (for B.Arch) in Architects Office.

PIADS has a well drafted developed and established Programme Outcome (POs), Programme Specific Outcomes (PSO) Course Outcome (COs) for both the programmes namely Bachelor of Architecture (B.Arch) and Master of Design (M.Des) the P.G.Course. Course Outcome (COs) are drafted for all 5 years

that is 10 semesters of B.Arch and all 2 years that is 4 Semesters of M.Des and all are available for each and every course / subject taught including the various Electives offered.

While finalising the Course Outcomes of each and every subject be it of B.Arch or M.Des it is ensured that all these are in sync and in spirit with the set and spelled Out comes of Programme Specific Outcomes and Programme Outcomes.

Here it will be worth while also to mention that Programme Specific Outcomes and Programme Outcomes are planned and developed to fulfill and achieve the essence and spirit as intended and enshrined in the Core Values, Vision and Mission of PIADS which are properly displayed at suitable locations and so also on the website of PIADS.

The Course Out comes are worked out and drafted by subject teachers in tune with stated course objectives and as already stated with the aim to achieve Programme Specific Outcome and Programme Outcome and these drafted Out comes are then thread-bare discussed by a group of teachers amongst themselves and refined, finalised and presented to Dean Academics of finalisation with Principal / Director PIADS.

As stated above the Course Outcomes submitted to Dean Academics are presented to Principal and Director and after due deleberations the views, opinions of Principal and Director are also incorporated and finalised as a final document.

Similar process/methodology is also practiced to finalise Programme Specific and Programme Outcomes.

The P.O, PSO, COs adopted and finalised by PIADS are informed to the students through : -

I) Induction / Orientation Programme

Director PIADS through his address through these programmes share PIADS Vision, Mission, PO, PSO.

II) Every faculty along with **teaching schedules** of their respective subjects / courses also share the PO and COs and also strives to achieve them in true spirit and intent behind them.

III) **Assignment and Tests** : - Every subject teacher frames / maps the assignment and tests of their respective subject (s) and also prepares their presentations / lecture to meet the stated COs.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Response:

PIADS has a well developed and established system to ensure proper and effective attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes and this evolved and established Teaching - Learning Cyclic process, as practiced by PIADS is stated here after.

Planning - First Stage

1) PIADS has evolved a well defined and practice Programme Outcome (POs) for its 5 year degree programme of B.Arch as well as for its 2 year Post Graduate programme of M.Des. The Programme Outcomes are is carefully planned / worked out and drafted by indepth analytical study and understanding of graduate attributes and the method and stages of assessment are decided to meet the spelled outcomes, as well to fulfill and achieve the enshrined goals and valves as state in Vision, Mission and Core Values of PIADS

2) It is ensured that two programmes offered by PIADS have properly defined Programme Specific Outcomes, are also in sync with Vision, Mission and Core Values of PIADS

3) Each and every course / subject of both B.Arch and M.Des as per the University Syllabus has 4 to 6 units and related Course Outcomes as well as objectives are carefully framed for each of them. A carefully planned strategy is in place to implement and ensure attainment of Course Outcomes.

4) Every faculty member dealing with various courses ensures adequate establishment of correlation and proper dove - tailing with Programme Outcome, Programme Specific Outcome and also with Course Outcomes.

5) Implementation - Second Stage

This the second phase is designed to ensure proper action / implementation to ensure that planned Outcomes are achieved in spirit of letter and words. This is worked out by framing planned methodology of implementations by regularly / constantly conducting various tests, assignments, seminars, competitions / contests.

6) Third stage is Attainments

The attainment phase essentially deals with level of success derived as a result of stage one and two and involves carefully analysing the measures adopted towards achieving the set targets / outcomes. This analysing is based on the marks obtained by the students for each and every course especially in their University Examinations. Every subject teachers on receipt of results / marklists form The University measures the level of attainment of every course by a well drafted; rigorous analysis of performance of students in University Examination and also correlates the same vis-a-vis students performance in internal / sessional.

7) The Overall attainment of Course Outcome is targeted as 100 % as per 3rd stage and Attenment levels are categorised as : -

Level 1 : - 60 percent students achieving the stated target.

Level 2 : - 50 percent students achieving the stated target.

Level 3 : - 40 percent students achieving the stated target.

8) Based on the level of attainment the past strategies are re looked into are analysed and necessary revisions, refinements are brought in to achieve target level and this cyclic process is undertaken regularly before commencement of ensuing semester.

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

2.6.3 Average pass percentage of Students

Response: 83.06

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

Response: 103

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

Response: 124

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:

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](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 6.25

3.1.2.1 Number of teachers recognised as research guides

Response: 3

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: 42

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:

To reinforce the culture of excellence, PIADS focuses at excelling in all the three facets of profession i.e. academics, practice and research by following modern practices. PIADS has formulated research and development cell and consultancy cell for transfer of knowledge and offering expertise in the field of architecture, product design, urban design, planning, landscape design and structural design.

Research and Development (R&D) Cell:

PIADS is promoting research and development activities with a vision and mission to pursue and promote research. The faculty and the students are encouraged to present papers at conferences organized by various institutions. They are also encouraged and nominated to attend and get actively involved in various conferences, seminars organized by reputed institutes. Faculty is also motivated to serve as resource persons, examiners and engage in roles in other higher education institutions. PIADS has already proposed various projects which target various environmental issues like sustainability, water conservation, reduce, reuse and recycle and solar energy amongst the staff. The R&D Cell also promotes research and creates awareness among the students and faculty members by conducting conferences, workshops, seminars and sensitization programs to uphold research culture in the institution. R&D cell deputed faculty to various research organizations for getting collaborative projects and adopting best practices. The cell arranges guest lectures by eminent architects, academicians and research scholars as well as industry representatives.

Objectives of R & D Cell:

1. To promote and encourage the students and faculty members to carry out innovative research in the field of architecture and allied fields thereby promoting multidisciplinary research projects.
2. To foster R&D through industry collaboration.
3. To focus on research that is directly or indirectly proximate to the industrial/societal needs.
4. To encourage innovative, inter-disciplinary research that concerns green/sustainable technology.
5. To serve the government by taking up sponsored projects.
6. To have periodical interactive session with eminent architects/ professionals/ professional bodies to understand the actual requirement of the society.
7. To enhance skill development training and self-employment opportunities.
8. To organize various events related to technical activities to enhance research awareness.
9. To promote the publication of research papers in reputed journals and conferences
10. To encourage every faculty member for research proposal writing and to participate in R&D activities leading to a doctoral degree.
11. To conduct development programs for faculty and staff.

Industrial Visits:

Faculty and students are encouraged to visit research-oriented sites and industries. Students are taken to visit various industries and construction sites where they are encouraged to interact with industry experts. Faculty and students are also encouraged to visit various industrial exhibitions of national and international reputation.

Consultancy Cell:

PIADS has formulated Consultancy cell also to offer expertise in architecture, product design, urban design and planning, landscape design and structural design.

Memorandum of Understanding

Institute has signed various Memorandum of Understandings (MoU) with several organizations through which students get various opportunities for grooming themselves to face a competitive global market in their respective fields. These include corporate, social and educational MoUs.

File Description	Document
Any additional information	View 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: 21

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
6	3	4	4	4

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

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	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document

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

Response: 2

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

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

Response: 1

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

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

Response: 0.02

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	1	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: 0.67

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
2	6	9	9	2

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:

Along with conventional education, imparting social education to students is also important. Demonstrative methods are most effective in spreading social awareness. Such events help in increasing student's inclination towards social responsibilities and environmental issues. Hence at PIADS, students and faculty members are continuously encouraged to participate in various social outreach programs and activities in the neighbourhood community.

We carry out summer/winter schools where activities related to social issues are conducted for the students by the faculty members. The objective of such programmes is to sensitize the students towards social issues with a goal to promote their holistic development and to make students aware of the importance of extension activities in the neighbourhood communities.

Such activities include:

- Shramadan - Cleanliness Drive
- Vriksharopan - Go Green Campaign
- Plastic Hatao - Beat the Plastic Campaign
- Muskurahat – Spread A Smile Campaign
- Dan Utsav - Joy Of Giving
- Women awareness and hygiene Campaign
- Vriksharopan – Tree plantation Campaign
- Save Water Campaign
- Netra Chikitsa Shibir, etc.

The institution has also formulated committee called ‘National Service Scheme (NSS)’ consists of in-charges, faculty and student coordinators and other faculty members with an objective of providing mentoring and support system for carrying out various social outreach activities.

We organize various neighbourhood extension activities and social outreach programs on Founders Day also which is celebrated at a large scale at our institute so as to sensitize the students towards social issues. Such activities include:

- Blood Donation Camp
- Tree Plantation
- Donation to Bal Sudhar Gruha
- Coffee with Senior Citizens (Donation to Vridhhashram)
- Donation to Schools, etc.

We also organize health camps and social awareness campaigns in nearby villages regularly and have won awards as well for the same. Social awareness campaigns include voter's awareness campaign, de-addiction campaign, Sant. Gadgebaba Swacchata Abhiyan, Digital India campaign, women hygiene awareness campaign, etc.

Students at PIADS involved themselves in various social awareness activities in collaboration with governmental organizations like NMC, MoHUA, etc. They accepted the challenge of transforming two public open spaces where an attempt was made to transform the wasteland/under-utilized open spaces in the city by involving the participation of the local people. They also organized Public Outreach Day Walkathon for Pollution Awareness in collaboration with NMC and MoHUA. PIADS also participated in the wall painting activity organized by NMC, Nagpur. Students also participated in Inter-College Street Play Competition organized by Commissioner of Nagpur Police with the objective of making the students come out of the classroom and interact with the people on social issues.

File Description	Document
Any additional information	View 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:** 17

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
3	5	3	3	3

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	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:** 19

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
3	5	4	4	3

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: 50.44

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
306	298	332	232	160

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: 529

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
105	119	79	109	117

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: 5

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
2	1	0	0	2

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
Any additional information	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:

The institute adheres to the norms provided by university and Council of Architecture to produce infrastructure and facilitate effective teaching and learning. Priyadarshani Institute of Architecture and Design Studies, Nagpur is established in the year 1994 with the view of imparting quality education. The college is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University and it is approved by COA, New Delhi.

The college offers student centric education. The institute management is devoted towards development and continuous improvement of infrastructure facilities such as library with reading room, digital libraries, free journal access to students and faculties, canteen, auditorium, well equipped computer labs with internet connection, well equipped and furnished laboratories.

The Institute has sufficient, ventilated and lighted academic and administrative spaces, seminar halls, faculty cabins, digital library, continuous access of internet to students and faculty members, class rooms, tutorial halls, library, labs as per course requirement, good learning materials like charts, write ups, multimedia and models for effective teaching and learning process.

Details of Lecture rooms, seminar halls, library and laboratories

Lecture rooms

- The institution has sufficient number of well-furnished, well ventilated, well equipped with LCD & Wi-Fi, spacious Lecture rooms for conducting theory classes.
- Classrooms are spaciouly designed so that proper ventilation, lighting is provided with good acoustics.
- All the class rooms of individual departments are at close proximity in order to have better access for the students.
- Lecture rooms is equipped with black board, wooden benches, fans and windows for air circulation and ventilation and tube lights for proper lighting.

Seminar halls

- Institute has separate seminar hall to conduct conferences, workshops and seminars for students and faculty.
- Seminar hall is equipped with LCD projector, screen, white board and public addressing system.

Laboratories

- All laboratories are well equipped and well maintained not only for carrying out curriculum oriented lab practical but also to carry out research activities.

Workshop

- Electrical Cutters, other equipments and instruments are available in required quantities. Dedicated workshop in-charge is appointed for maintenance and assistance. Students access this facility in the presence and supervision of workshop in-charge.

Drawing Halls / Studios

- 15 Drawing halls (drafting studios), are there in the institute which are having proper light and ventilation. All the drafting studios of one floor are internally connected with each other for proper interaction and circulation. Every student is provided with independent drafting table and lockable storage space in the studio. 6 studios are having fixed furniture and remaining 9 have flexible layout design.

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:****Sports, outdoor and indoor games, gymnasium**

- The institute promotes sports and games and offers the individual an opportunity to enhance abilities like strong will power, expressions, physical and mental development, courage and social interaction.
- Institute also organizes Annual Sports event every year.
- A separate playground of 24,150 Sq.m. area is provided in college campus which is used for various purposes like lead college sports events as well as inter college sport events.
- Students of the Institute participate in various sports and games like chess, cricket, carom, tennis, badminton, basketball, football, table tennis, volleyball, kho-kho and kabbadi.
- Institute organizes sports week every year to develop team spirit, leadership qualities and organizing ability among all students.
- A full time qualified Sports In charge is appointed to look after the games and sports activities of the institute.
- The outdoor games such as football, volley ball, cricket, athletics, kho-kho, kabbadi, etc. are also provided.
- A separate indoor games facility for playing table-tennis, carom and chess is provided and it is being used by the students regularly.
- The Institute provides Sports Kit and Sports Material for students who participate in Inter-State/National Level, Lead Institute, Zonal, Inter-zonal, West Zone, All India Inter University tournament and many other different types of game and sports. The Institute also reimburses the

T.A. and D.A. as per University rules and regulations.

Cultural activities

- Every year we arrange “AURA” (Annual Social Gathering) and prize distribution program.
- During annual social gathering we arrange entertainment programs like dance, dramas, band performances, fashion shows, singing and talent show.
- Rankers of university exams, winners of different sports event and other competitions are awarded in the annual social gathering.
- Students’ president and his society members conduct events aimed at overall development of the students.
- We encourage our students to participate in cultural activities and competitions which are held outside the institute. The competitions are like RTMNU University youth festival (Uva-Rang).

International yoga day celebration

- International Yoga day is celebrated every year in the institute. This year the programme was conducted under the guidance of professional yoga expert. For this Programme our students, principal, all teaching and non-teaching staff remain present.

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: 33.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 08

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	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: 9.3

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
15.00	10.00	55.00	25.00	25.00

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:**About Library: -**

- The Institute is situated on a sprawling 5.00 acres of lush green campus
- Library is established in 2012 in this building
- The library has developed an excellent collection of books, journals, magazines and newspapers.
- Library has very wide range of collection of more than 7621 books; these include handbooks, dictionaries, standard reference books, quality textbooks.
- The collection has been classified as per the Universal Decimal Classification (UDC) scheme and arranged it according to subject wise.
- Transactions are automated by using bar code reader.
- The central library is equipped with KOHA Integrated Learning Management Systems (ILMS), which consists of various modules on acquisition, cataloguing, serials control,
- The following features can be accessed from any computer node within the campus
- Availability of books by subject wise / author wise account information like books taken and due date to return fine amount to be paid for books not returned.
- The library has open access i.e. the students are allowed to enter the book stack and choose book according to his/her need.
- The students can also avail the reading room facility, which has a seating capacity of around 90 students.
- The Central Library has a vast collection of reading materials consisting of number of books, Technical Journals, Educational CDs, Magazine and Newspapers.
- Library has taken membership of K-Hub and subscribed 1885 e-books from Springer.
- The multimedia with advance features like internet connectivity, Headphones, Scanner and Web camera etc. Library has a very good collection of books CDs, Floppies, University question papers

in softcopies, e-resources etc.

- Online open access system with the help of KOHA software is available in the PIADS library. KOHA is an open source integrated library system used worldwide. Availability of good number of text books, reference books and journals are the salient features of PIADS library.

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:

The Library takes all necessary efforts to acquire useful books including rare books for reference, reports, thesis, other knowledge resources to enrich its collection.

Library was established since the establishment of the Institute and has a collection of rare work done by students of various subjects. The special collection in the library facilitates for research interests and subject specializations of students and faculty members.

Like other priced possessions of the library, the collection of 400+ reference books also support and enhance the teaching learning process.

The Special Collections include books which are first editions, highly priced books, conference proceedings, Seminar reports and Thesis reports of final year students. The collection of seminar reports and thesis project reports is so huge that all the students of other architecture colleges in the vicinity take official permission to refer these reports for their study.

The library also maintains a good collection of NASA work by students, Documentation work by students which includes village documentations, study tour documentations, summer and winter school documentations, etc. The library also posses IS codes and Building codes related to the curriculum and profession. Various types of Construction Details are also documented and kept in the library. One of the important possession of the library is University (RTMNU) examination question papers of all subjects which forms a great question bank for students.

The library is equipped with an excellent collection of e-books, National and International journals, e-journals, magazines, Technical Journals, Educational CDs and newspapers as well.

Considering the large size of community of students and teachers which uses the library and the limited collection of rare books, the library staff is always on toes so that available working materials in the collection is not overlooked.

Users (students and teachers) can submit their suggestions through general interaction, making an

application, and through email. Feedback from users is used for enrichment of the special library collection. The feedback is analyzed for specific area of interest of the user to procure rare or special books.

Our collection of rare books, manuscripts, special reports contribute for library enrichment and act as great knowledge resources.

Institute maintains a collection of rare books in digital format. These books downloaded from rare book society of India and make it available to students and faculty in multimedia section of our library.

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: B. Any 3 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: 3.34

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
1.28	2.83	2.71	5.93	3.95

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 21.56

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

Response: 130

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- Institute is enabled with latest IT infrastructure like Wi-Fi, desktop computers and printers.
- For Administrative and Academic monitoring CCTV cameras are installed at strategic locations in our institute.
- All desktops and laptops including faculty mobile phones are connected to internet through LAN

cable and Wi-Fi system with browsing speed of 48 Mbps.

- Maintenance of equipments and stocks are done through an in-house developed ERP (Enterprise resource Planning) software which has online complaint management system to facilitate quick repair of equipments.
- Computer facility with internet connections is provided to faculties for preparing computer aided teaching learning material required for their lectures. Printing and scanning facility is provided for preparing handouts.
- Software and hardware are upgraded according to the academic and administrative requirements.
- There is a regular maintenance of computers in our institute.
- As and when requirements are generated regarding softwares, new softwares are purchased and old licences of softwares are replaced by new licences.
- Firewall and anti-virus softwares are updated regularly.
- A Bloomberg computer which is a network engineers and system administrative company provides service to maintain internet connectivity and CCTV security systems.

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

4.3.2 Student - Computer ratio

Response: 6.17

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
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:** 39.6

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
73.35	104.58	117.54	112.45	146.62

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:**

The institute adopts standard established systems and procedures for maintaining the physical, academic and support facilities that are mentioned in the maintenance policy document of the institute. There are college level committees that look after the various aspects of the utilization and maintenance of the physical, academic and support facilities. The role and responsibilities of committees are given below.

Institute possesses the infrastructure as per the norms of COA, New Delhi and Rashtrasant Tukdoji Maharaj Nagpur University to ensure the infrastructure adequacy and optimum use for academic growth. The requirements and availability of the infrastructure is reviewed periodically and enhancement is made

as per the requirement.

The institute is situated in an area of 5 acres. Which consists of classrooms, seminar halls, drawing halls, laboratories, workshops, library, faculty cabins, administrative offices, and canteen. The institute has taken care of physically disabled students. In this regard ramp, is provided in the entry of main building.

Table: Area details of the Institute

Total Built up area ready:	7702.944 Sq.m
Total Instructional area in:	5,415.44 Sq.m.
Total Administrative area in:	584.66 Sq.m.
Total Amenities area in:	1,658.89 Sq.m.

For maintaining and utilizing physical, academic and support facilities available in the institute, the institute has developed certain systems. These systems are time tested and successful. Record keeping of issue and return of academic facilities like books, laboratory instruments, various apparatus required for field work, etc. is the key element to maintain all the things intact.

Institute's website is regularly updated with the latest events organized along with photos of the events.

Library

- We have well organized library advisory committee for controlling the activities of library
- The committee is intended to plan and coordinate the execution of the requisite procedures for the functioning of the library.
- The committee takes up the process of budget planning and its effective utilization.
- Advisory committee takes up the process of procurement of the books and journals.
- Advisory committee ensures the up-gradation of the library with technical developments.

Computer

- Internet service is available for both faculty and students in the campus.
- All Computers are provided with internet facility in the central computing centre & Library.
- All the computer are provided with internet facility
- 31 Computers are provided in admin office, staff room, submission den, climatology lab, M.Des. and for Librarian.
- The College provides internet facility to staff members in order to access the required study material from available e-resources and present them as part of their teaching process.
- The Principal's Office, Administrative Office are provided with internet facility.
- Un-interrupted electricity supply is made available in the campus, so that the students and staff can access the internet without any interruption.

Maintenance Policy:

- All Computer systems are upgraded with latest configuration.

- Individual up-gradation of the computers is taken up as per the need and requirements.
- Enough provision is made available in the annual budgets for the procurement of the computer systems.
- All the computer systems in the campus are regularly monitored by the system administrator and maintenance staff.

Classrooms:

- The institution has always been keeping the students at the center of the teaching learning process. Vision and the mission of the institution have always been to provide holistic knowledge to its students.
- The institute understands that; the teachers have to be motivated from time to time to improve the teaching learning process. Use of technology has become very important in giving quality based education.
- LCD are available to the faculty for computer aided teaching. The computer faculty is always available for any need based assistance in the use of ICT (information and communication technology).

Maintenance of Campus Facilities:

- Based on the requirement from the concerned In- charges, budget is allocated for maintenance and upkeep of the facilities like building, furniture, equipment, computers, Housekeeping and gardening etc.
- All the matters concerning the maintenance of buildings and infrastructural facilities, the concerned In-charge will make a requisition to the Principal which will be forwarded to the Administrative Officer.
- The Administrative Officer, on receiving the requisition shall take permission from Dean Admin.

File Description	Document
Any additional information	View Document
Link for 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: 13.89

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
147	93	47	42	43

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: 3.68

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
20	19	17	21	21

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
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: 30.1

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
172	166	163	144	153

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:** 52.26

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
287	280	269	274	277

File Description	Document
Details of the students benefited 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
Any additional information	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 24.29

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
20	19	13	24	16

File Description	Document
Self attested list of students placed	View 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: 14.56

5.2.2.1 Number of outgoing students progressing to higher education

Response: 15

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: 28.95

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
9	4	5	3	5

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
20	16	18	22	15

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

<p>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.</p> <p>Response: 0</p>				
<p>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</p>				
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			

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

Response:

With the objective of inculcating the qualities of leadership, organization and responsibility in the students, an active Student Committee is in place along with a strong representation of students in the academic and administrative bodies/committees. Student Committee improves academic standards and creates a sense of ownership towards the institution.

All the enrolled students, teaching and non teaching staff elect President, Vice Presidents, Member Secretary and Treasurer Positions, where students organize domain specific events, extra-curricular events (non-domain specific), competitions and conferences honing their subject expertise skills in addition to their leadership skills. Committees are platforms that offer a plethora of opportunities to students to give them a voice of their own and shed their inhibitions through an enriching and engaging experience.

Student representatives are present in the following committees formed in the institute:

Grievance and Redressal committee: The students develop a responsive and accountable attitude among all the stakeholders to maintain a harmonious educational atmosphere in the institute.

Women cell & Prevention of Sexual Harassment Cell: The student representatives are made aware to prevent sexual harassment by promoting gender equity among the students, teaching and non-teaching staff.

Anti-Ragging Committee: The student representatives are educated by the faculty regarding anti-ragging and are monitored in preserving a culture of ragging free environment in the institution.

Disciplinary Committee: The committee members maintain discipline in the institution, which includes classrooms, corridors, studios, sports ground, canteen and other common areas used by the students.

Sports Committee: The student representatives along with the faculty motivate the students to participate in indoor and outdoor games like cricket, volley ball, basket ball, chess, table tennis , caroms etc.

Cultural Committee: The students representatives promote and arrange extracurricular activities and bring out the talent of the students with the help of the faculty organize activities like Teachers’ day, Annual day (AURA), and Founders day.

Library Committee: The student representatives ensures in smooth functioning of the library and coordination with the Incharge, faculty and students.

SC/ST Committee: The student representatives with the help of the faculty make aware about their reservations.

Internal Quality Assurance cell (IQAC): The Internal Quality Assurance Cell of the Institute has student/scholar representatives. It helps in developing a system which helps in improvement of academic and administrative performance of the Institute.

Class Representative (CR) : It allows one male and one female student to represent each class of approximately 120 students. Periodically CR Meetings are conducted during the semester. CR meetings play a major role to assess teaching, learning and support services provided to the students by the Institution. Dean Academics & Dean Administration monitor the functioning and effectiveness of the CR system.

File Description	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:** 12.2

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
12	12	12	13	12

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	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:**

Students are the real treasure for any institute because when the student of that institute excels and earns good name in the industry, it's a proud moment not only for that person but also for the institute. PIADS has acquired good repute among all its stakeholders right from its inception as a department of architecture in LTJSS till present day. Institute with its existence over two decade has a significant pool of its own alumni. In last 20 years of pass out batches, this treasure of talent spread out not only in various parts of country but also across the globe.

Priyadarshini College of Engineering and Architecture, Alumni Association was registered in September 2004 under Society Registration Act 1860. PIADS have registered a **PIADS Alumni Association** with a view to shape the future of the Institute by representing the views of its members and contribute to build an engaged and supportive alumni community. The registration of PIADS Alumni Association is as per the government norms with registration number **Nagpur/0000842/2018**. PIADS have opened saving account in the name of PIADS Alumni Association having account no. 50497395884. Alumni Association consists of office bearers on the post of President, Secretary, Joint Secretary, Treasurer, Joint Treasurer and 2 members.

This Alumni Association contributes in many ways for the development and betterment of PIADS. Our students and Institute are benefited in various fields such as **Practical training, Guest/Expert lectures, Thesis mentors** etc. The alumni of Institute is guiding and nurturing our students to become responsible professionals.

The alumni regularly visit the college and **Training & Placement Cell** to conduct pre-placement talks, highlighting the job opportunities available in their respective industries.

PIADS invites Alumnus as an **External Examiner** for Interim Design viva voce examination as well as during the design studios, to enhance the exposure of students and add professional guidance to their design.

The alumni also participates in the **cultural activities** of annual gatherings and other **co curricular events** this is in the form of music bands, workshops, acts and plays etc.

PIADS organized alumni meet every year and the **existing practices in teaching** followed by the institute is also share with all the alumni. The alumni are asked to express their views on the same. Feedbacks from alumni are used to enhance the teaching-learning process and the professional fields to enrich the curriculum.

The alumni of Institute is guiding and nurturing our students to become responsible professionals. It is our plan to develop interminable relations with our alumni which in turn will give rise to mutual benefits.

File Description	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: 3 Lakhs - 4 Lakhs

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: 5

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
1	1	1	1	1

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:

VISION

We shall strive to achieve a 'meaningful humane and sensitive architecture', an architecture which responds to context, tradition, climate, is rooted to its land and is integral part of its people, an architecture which respects its culture and Societies it is being built for. We shall strive to nurture and groom future architects towards these thought provoking thrust areas along with developing a sense of commitment, professionalism and inculcate aspirations in them for continuous update of knowledge in order to serve fellow human beings.

MISSION

Our mission is to excel in every field of Architectural Education and be one of the premier and sought-after Institute, to provide students with strong education, professional and societal leadership qualities to face and meet the global environment, creating conducive academic environment along with high-end infrastructures and allied facilities to foster and imbibe in students and faculty an academic cooperation and professionalism to enhance their technical know-how, to inculcate and instill very high level of academic and professional commitments and involvement whereby expecting students to live / feel Architecture every moment.

NATURE OF GOVERNANCE

PIADS has established Board of Governors (Governing Board) as an apex governing body and very active Local Management Committee (LMC/CDC)) which is entrusted with decisions related to recruitment of staff, starting / promoting new courses, development, management / upkeep of infrastructure and allied facilities. This is achieved by presenting the proposals and getting approvals after due deliberations with G.B.

To achieve stated Vision and Mission PIADS practices / follows the promotion and active involvement of faculty members in every committee responsible for governing various aspects of effective functioning of PIADS both on academic ,research and administrative activities.

STRATEGIC / PERSPECTIVE PLANS:

PIADS has well-developed Perspective Plan with an aim to realize stated Vision and Mission: -

- Enhancement through academic excellence adequately supported by research, up gradation of Infrastructure and allied facilities to meet current developments and demands.
- Promoting and encouraging faculty and students to actively participate, organize seminars, workshops, STTP, conferences, lecture of experts.

- Practice of ethical and professional values, academic discipline, fostering Socio-cultural / community service-based programs.
- Promoting / practicing experiential and on-site learning interaction with Professionals, Professional bodies, Industries, research organizations, N.G. O's.
- Inclusion of feedback / inputs from all stake holders

PARTICIPATION OF TEACHERS: - (In the decision-making)

Director - the institution head is a part of decision / policy making Bodies. The Principal, Deans (who are faculty members) are directly and actively involved in decision making with regards to deciding strategies, activities related to Academics, Research, Infrastructure development and management, student's welfare and academic promotions, social-cultural, sports, coordination with parents, alumni, professionals, industries, various professional bodies; Liaison with university. Leadership qualities are foster by entrusting responsibilities and management of academic and allied activities The appended list (uploaded on web site of PIADS) illustrates active involvement and participation of every faculty through well-established and integrated hierarchical set-up in decision making process as well as of implementing , executing finalized decisions

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:

Decentralization and participative management

The institute practices decentralization and participatory approach by distributing responsibilities to all functionaries in achieving vision and mission. The delegation and decentralization of duties results into smooth and effective functioning of the institute at academic-cum-research and administrative front. The hierarchical distribution system is practiced as follows

Management:

- Decides the goals for development and growth of Institute.
- Gives full autonomy to Director of the institute for the effective implementation

Director (Architecture):

- Decides the institutional policies and procedures
- Sets the directives for implementation, Plans the road map to achieve academic and administrative

goals.

Principal:

- Distributes academic and administrative responsibilities to all the faculty/staff
- Looks into welfare of the institute Follow and ensures effective implementation of policies/rules/regulations/norms of university and all governing agencies.

Faculty members:

- Have freedom to practice academic functioning and associated responsibilities.
- Pay attention towards effective participation of students through well planned activities.

Students:

- Have freedom to conduct election and formulate the student council ,decide and implement their own student centric activities.
- Decide, implement participatory approach towards curricular and co-curricular activities

Cells and Committees:

- College Development Committee: Takes decisions related to academic and administrative policies, and are provide guidance and directions.
- Internal Quality Assurance cell: Cell has objective of institutionalization and internalization of quality assurance and quality enhancement initiative.
- Alumni Cell: The cell performs as a bridge between college, alumni and society.
- Anti-Ragging Cell: To prevent Ragging in college campus and take anti-ragging action is main objective of this cell.
- College grievance redressal cell: Cell looks into complaints and grievances of students and staff related to academic, infrastructural and administrative matters

Case study of practicing decentralization and participative management in the institute

Library system

Decentralization and participative management reflected through the example of functioning of Library System. At the beginning of session, Librarian along with Library coordinator reviews the existing stock of books, journals/periodicals and reports to the Principal about status. Based on status, Principal involves Dean Academics and library coordinator to prepare a list of new books, Journals, magazines to be added to the library in conformity to the of Council of Architecture. On regular basis Library coordinator gets suggestions and recommendations from faculty members, students to fulfill demands as per their research areas, curricular requirements. Accordingly the demand is ascertain about reference books, Journals, magazine. Library coordinator arranges for book exhibitions by various publishing houses. Students and teachers recommends the titles and study materials

Librarian prepares a comprehensive list and submits to the Principal. Principal forward this list with suitable remarks to the Director for approval. In consultation with management, Director approves the same. Upon getting approval Administrative officer performs the process of procuring approved books.

Librarian performs verification of learning material with respect to demand, Physical verification , entry in accession register, stamping, preparation of book card, classification as per subject /core area and finally stacking of the books is done by Librarian along with library support staff.

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:

Perspective /Strategic plan

PIADS has well-developed Perspective Plan with an aim to realize stated Vision and Mission: -

- Enhancement through academic excellence adequately supported by research, up gradation of Infrastructure and allied facilities to meet current developments and demands.
- Promoting and encouraging faculty and students to actively participate, organize seminars, workshops, STTP, conferences, lecture of experts.
- Practice of ethical and professional values, academic discipline, fostering Socio-cultural / community service-based programs.
- Promoting / practicing experiential and on-site learning interaction with Professionals, Professional bodies, Industries, research organizations, N.G. O's.
- Inclusion of feedback / inputs from all stake holders

Example:

PIAD'S duty is not limited to dissemination of knowledge but ensure holistic enhancement and professional development of both the faculty and of students. To develop, nurture and imbibe professional skills in the faculty/students PIADS regularly conducts various workshops, seminars, summer, winter school, lecture series, wherein each module is of three to seven days duration. These modules are organized by integrating them as part of academic calendar. Programs are worked out with basic objectives to provide 'Hands-on' experience to make familiar with practical demands of profession and so also of the syllabus.

To develop and reinforce experiential and contextual learning, semester wise documentation-based study tours, workshops are organized. Documentation and digitization cell have been established with a view to collect, preserve and share these documented works as a reference material to all concerned.

Hands on Workshops

- Hands on workshops covers the topics which requires experiential learning in various fields of architectural education, including, Design, construction techniques and Materials .The experts from specialized fields are invited to conduct the activity. Duration of workshops are normally 2-3 days.

Summer /winter schools

- Summer school and winter school covering /dealing with topics which go beyond syllabus and also act as bridging courses to promote holistic development of students.

Participation in competitions

- Active participation by students in various competitions is a regular feature / program of PIADS. It promotes group working and peer to peer learning. Also help students to develop soft skills needed in profession. Students regularly participate in National Association of Students of Architecture (NASA) , Intercollegiate level competitions, Competitions organized / held by the professional bodies like Indian Institute of Architects .

Guest lectures and Lecture series

- Prominent Architects and personalities are invited to deliver lecture on various subject covering professional needs like, Contemporary Vernacular Architecture, Context to concept ,from thoughts to space, Dignity in stillness

Documentation

- At PIADS, institute conducts Documentation based study tour to develop, nurture and imbibe cultural values, effective and context-based learning, every year with specific focus for each semester. This activity module is of 3 to 7 days. Activity is divided in three parts. Collection of data, analysis and preparation of drawings. This activity was conducted into following module.

1. Tribal set-up-based Museums Documentation conducted for I year students
2. Vernacular documentation –Village documentation for II-year students
3. Heritage documentation–Heritage buildings documentation for III and IV year students

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	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:

Governing Body (GB)

It consists of Chairman, Secretary and Directors. G.B is the apex Decision making body responsible to formulate Policies, Procedure, Rules and Regulations for smooth functioning of all Institutes of Sanstha. G.B deliberates and decides Academic and Administrative matters. It manages all financial resources, Infrastructure and provides policies, guidelines, matters for fund allocations.

Director (Institute Head)

Director decides the Annual Academic and administrative Goals through participatory decision-making process. He shares vision and mission with Governing body, Principal and Deans. He has authority to plan and execute various activities for the development of Institution. He explores opportunities for research and development, Professional interface for both faculty and students. He ensures correct recruitments and appointment procedure.

Principal

Principal is Administrative and academic head of the institute. He administers Rules and Regulation for transparent and effective governance. Monitors the effective functioning of various cells and committees. He monitors the progress of cells and committees and reports to the Directors.

Deans

Deans distributes and monitors academic and administrative responsibilities among all staff members. He/she looks after academic and administrative planning like preparation of Academic calendar, planning of various workshops, ensures academic excellence and campus discipline .

Faculty member

Faculty member has authority to adopt innovative teaching, learning practices to execute academic program. Students' participation in curricular and co - curricular activities is ensured by involving their managerial skills. They provide feedback and reports to Deans.

Administrative Section:

Administrative officer along with office superintendent, assist Principal and Director in aspect/matter and procedure to ensure flawless and prompt administration. This section maintains necessary communication and working with management / University and various controlling authorities.

Service rules procedures and promotional Policies:

PIADS has well defined and well-established service rules, policies and procedures. It includes policies related to: -

- 1.recruitment procedure of both teaching and non-teaching staff
- 2.general administration of Institute
- 3.promotion and increment of staff
- 4.Service conditions and leave rules for staff
- 5.Forming and regularly maintaining Service book of all staff
- 6.Forming and maintaining College service rule manual,prospectus,Broachers and make the same available to staff and students

Recruitment Policy:

It is based on University as well as Council of Architecture procedural norms. After working out and ascertaining the vacancies, principal after due approval from Director and LMC performs standard procedure of taking permission from the RTM Nagpur university. After seeking permission from RTMNU the vacancies are published in Newspapers as per stipulated rules. Upon receiving applications for the posts, scrutiny is done based on merit and for eligibility. Interviews are conducted by staff selection committee and representatives appointed by University and Council of Architecture nominee’s representative.In case of immediate need, Recruitments are done by selection committee at institute level, after following due procedure based on well-established norms/ regulations.

Grievance Redressal Mechanism: This committee is instituted with the responsibilities to attend and address to complaints from both staff and students. Principal chairs the cell. Dean Administration is ex-officio Secretary of the committee.

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
Any additional information	View Document

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

Response:

Following statutory committee/cells are available in the institute:

1. Local Management committee/College Development Committee
2. Internal Quality Assurance Cell (IQAC)
3. Anti-Ragging Committee
4. Grievance Redressal Cell

In addition to the statutory, college is having following non-statutory committees/cells.

- Advisory Board
- Staff selection committee
- Planning and Monitoring cell
- Internal Complaint Committee
- Training and placement cell
- Alumni cell
- Consultancy cell
- Personal counseling cell
- Research and Development cell
- National Service Scheme cell
- Library /learning resource cell
- Campus disciplines committee
- Health and happiness
- SC/ST Cell

- Documentation cell
- **Women Cell**

Women Cell:

Various activities are conducted under women's cell for girl students and working women in the college. Women's cell program includes activities like Lectures on legal issues related to women in particular by an expert from the field. The cell aims to provide physical and psychological assistance to the needy women in the college.

1. It also aims to enhance the self-esteem of young women and provide a platform for the career enhancement training programs.
2. The cell aims to address the issues related to women and create a healthy environment for them to learn and teach.
3. Women's Cell also seeks to mold the young women force in the college to achieve mile stones of success in their life.
4. Other important objectives include functioning of a counseling center, conducting health awareness programs, social awareness through charity work.

Women's cell program undertaken in the past includes activities like:

1. Lectures on legal issues related to women in particular by an expert from the field.
2. Poster making competition.
3. Lecture and interactive session on Medical and psychological issues of adolescent girls and working ladies.
4. International yoga day celebration.

Sr. No	Name of Activity	Resource Person	Date
1	Women's day celebration and Lecture on Human rights for women'	Adv. Kavita Bhondge	8/03/2019
2	Lecture on gender & law in Contemporary India	Adv. Hemant Bhondge	15/10/2018
3	Lecture on gender & law in Contemporary India	Adv. Hemant Bhondge	15/10/2018
4	Yoga Day Celebration	Ms. Padmini Jog	21/06/2018
5	Lecture on "Challenges for an educated woman"	Dr. Amruta Kandurwar	23/01/18
6	Navaratri celebrations	Ms. Shruti Dhanorkar	23/09/17
7	Discussion with Female Faculty on the topic "Working Moms"	Dr. Amruta Kandurwar	20/1/17
8	Lecture on "Sexual Harassment Act"	Adv. SmitaSingalkar	24/12/16
9	Poster making competition on "Domestic Violence"	Ar. Aparna Tarar	11/11/16
10	Lecture on "Reproductive health of Adolescent and Girls"	Dr. Amruta Kandurwar	12/01/16

11	Talk with under-privileged girls and charity work	Ar. Manisha Yelne	10/10/15	
12	Health checkup camp for girls	Dr. Amruta Kandurwar	15/01/15	
13	Lecture on “General Nutrition of Adolescent Girls”	Dr. Amruta Kandurwar	15/01/15	
14	Yoga Day Celebration	Ms. Padmini Jog	21/06/14	
File Description		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:

Faculty Empowerment:

PIADS always strives at motivation and empowerment of faculty, with an aim to create a sense of direction, responsibility and positive approach among the faculty members. PIADS acknowledges their hard work and understand their needs and requirements and strive to support them in best possible ways. PIADS takes action to enhance professional, personal and organizational goals. The faculty is encouraged to present papers at conferences organized by various institutions.

Research and Development Funding Assistance (RADFA) policy is present to foster and encourage the employee of PIADS, to attend and participate in conferences, symposia, workshops, training programs held in India and abroad for knowledge sharing, academic growth and also to promote collaborations that would results in healthy academics and research ambience. Faculty is also motivated to serve as resource persons, examiners and engage in roles in other higher education institutions. The institute recognizes and provides incentives to the teachers who receive state level, national level and international level awards. Financial assistance in terms of concessions in fees to the wards of employee and advance against the salary is regularly practiced.

Institute takes care of following for teaching and non-teaching staff of the Institute.

Following are the welfare measures for teaching and Non- teaching staff in major four areas.

- Academic and Professional Development
- Financial Assistance
- Motivation and Inspiration
- Welfare Scheme

Following is the list of existing welfare measures:

1. Grant of Duty leaves under the Research and Academic Development Funding and Assistance

- (RADFA) Policy, to participate in National and International Conferences / Seminars / Workshops / Symposia / Training Programs.
- 2.Reimbursement of claim for participating in National and International Conferences / Seminars / Workshops / Symposia / Training Programs
- 3.Provision of special leave and on duty leave to carry out research activities and pursuing PhD program
- 4.Recognition and felicitation of Faculty on receiving PhD. in annual Oath taking ceremony.
- 5.Encouragement for participation in various competitions floated by civil authorities and professional bodies.
- 6.Motivation and guidance and monitory support to faculty for taking up projects under Institutes consultancy cell and R and D cell.
- 7.Provision of Advance against salary for teaching and Non-teaching staff.
- 8.Employment Provident Fund (EPF) Facility to staff
- 9.Provision of Maternity Leave Facility to Female Staff
- 10.Prior festival advance facility to teaching and non-teaching staff.
- 11.Two late coming facility and 1-hour movement facility during working hour is provided to staff for personal work
- 12.Recreation facility for the staff is available in institute
- 13.Annual Staff sports meet is organized for teaching and non-teaching staff.
- 14.Printing and canteen facility for staff is provided.
- 15.Flexible work hours are permitted to the faculty with personal difficulty.
- 16.Wi-Fi facility for Staff and Students in campus.
- 17.Conduction of training workshops for Teaching and Non-teaching staff.
- 18.Financial assistance in terms of fee concession to wards of staff members.

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: 20.97

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
3	9	11	14	6

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

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: 6.2

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
6	6	7	6	6

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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: 27.73

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	18	9	18	8

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:

Performance Appraisal System

Priyadarshini Institute of Architecture and Design Studies, has well defined procedure for performance appraisal system for Teaching and Non-Teaching staff. The performance of every employee is assessed after completion of each academic year. The performance appraisal system is properly planned in the Institute. The performance of each employee is systematically evaluated based on specific parameters. This evaluation is done so as to understand the ability of a person for his/her further growth and development. The institute follows the recruitment and promotional policies stipulated by University.

There are separate set of parameters for Teaching and Non-teaching Staff. Performance of the Teaching staff is done on the basis of Annual confidential report. Performance appraisal of non-teaching is done on the basis of confidential report. Priyadarshini Institute of Architecture and Design Studies encourage employee and motivate them to be more efficient and productive. For this the institute recognizes and acknowledges their work by giving them appraisal. Performance evaluation system for appraisal has helped the institute to evaluate the performance of employees. It has helped the institute to analyze the strength and weakness of the employees as Priyadarshini Institute of Architecture and Design Studies is an academic institute that is committed to provide the best to their students and heading towards becoming Centre of Excellence.

Parameters for Annual confidential reports of Regular professor/Associate professor and assistant professor are

- Industriousness(How busy keeps himself/herself)
- Application of Mind
- Administrative Capacity to extract work from subordinates
- General intelligence
- Decision Making
- Natural aptitude towards initiative in carrying out given assignment
- Integrity
- Involvement in private Tuition classes and business
- Royalty to organization
- Tendency to go on leave
- Involvement in map practices
- Fitness to continue the present post
- Fitness for promotion

On the basis of the above parameters, a committee under the chairmanship of the Principal reviews the

evaluation results for the appraisals of the faculty and is submitted to the Governing Body (Management) for the final decisions related to increments and incentives.

Every staff member appointed in Priyadarshini Institute of Architecture and Design Studies is assessed for his/her performance based on the score at the end of Annual Performance Assessment Report prepared after the evaluation process.

Performance Appraisal of Non-Teaching Staff is based on following parameters

- Methodical and systematic working
- Promptness in disposal
- Capacity to get work done
- Technical ability
- Dependability
- Punctuality in work
- General impression and grasp
- Regularity in attendance
- Relation with superior, colleague, students, parents.
- Special complimentary aptitude other than job

Information and reports are filled and submitted to the management.

The systematic performance evaluation procedure has helped the Management of Priyadarshini Institute of Architecture and Design Studies to motivate their employees for better performance.

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:

Financial management and resource mobilization at PIADS:

Every year, the budget is prepared well in advance by taking into consideration the various financial requirements of Institute. The budget based on recurring and non - recurring requirements such as equipment's, consumables required, maintenance of equipment's salary structure etc. for the next academic session is prepared by the Principal. The budget proposed by Institute is reviewed and scrutinized by Director and Management and approves this or make necessary changes. The principal monitors the expenses as per sanctioned budget.

Budget is planned under the careful supervision and considerations based on various requirements. The main importance is given to the academic and administrative quality enhancement related needs. It also includes the provisions for expenses required for honorariums for Guest lectures and jury experts. Special provision is made towards workshops and seminars in the budget. Funds are allocated for the societal concerns, social awareness through participatory approach. Provision is made on the basis to fulfill the financial requirements of various committees to meet the development of the institute.

Fund mobilization process at Institute: Principal prepares annual budget considering all recurring and non recurring requirements in consultation with Dean Administration, Dean Research and development and Dean Academics. It is submitted to the Director of the institute for approval. Director, with his recommendation, forward the same to the management for approval. On getting approved Dean P&D conducts the process of sending letters to the registered vendors, getting their quotations and finalizing the vendor on the basis of specification, rate quoted, quality of the product etc. Purchase order is prepared along with terms and conditions by the office of Dean (P&D). On delivering the order, installation, testing and demonstration conducted. The institute takes the entry in dead stock register and bill is sent to administrative office for further process.

In every financial year the institute conducts internal audit through the qualified staff as well as external audit by statutory Auditors. Chief Accounts and Finance Officer (CAFO) conducts financial audit of the institute Year wise on schedule date as shown below: -

Area/Enumeration of Audit	Year	Audit Date
Ledger Scrutiny	2018-19	24/06/2019
	2017-18	09/06/2018
Fees Reconciliation, Statutory compliance	2016-17	20/05/2017
	2015-26	10/06/2016
Fee Proposal (ShikshanShulkaSamiti Submission)	2014-15	20/05/2015

While verifying entries, if any mistakes/shortcomings are identified/noticed, the same are duly rectified in the same year. The report is then submitted by internal auditors to the Governing Body for perusal and approval.

The external statutory auditors conduct the audit and submit the final audit report to the Governing body for perusal and approval in the month of June every year. After Approval, the financial accounts, documents are used for statutory purposes

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

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

Response:

Resource Mobilization strategy and Implementation Plan

The Resource Mobilization strategy and Implementation Plan at Priyadarshini Institute of Architecture and Design studies is formulated to support strategic plans guiding towards achieving vision and mission of the Institute. It helps to promote sustainable financing of various programs. It is based on following objectives

- To regularly review the Institute's financial requirements and possible funding patterns
- To propose strategies and recommend guidelines for mobilizing of resources
- To establish link between external funding challenges and internally available resources for optimization of resources from various sources.

Various sources of funds

1. The prime source of the funding is Tuition Fee from the students plus Government scholarship for backward class students.
2. Fee structure is approved and decided by the Fee Regulatory Authority (FRA) of Government of Maharashtra as a norm
3. Funds/grants received from Non-Government bodies, individual. This includes sponsorship received for various activities, programs.

Utilization of Resources

- Funds generated are utilized for salary, non salary and other expenses of the institute.
- Salary expenses include salary paid to Teaching non-teaching and visiting faculty. Honorarium paid towards guest lectures, expert lectures.
- Honorarium paid to the invited external examiners (renowned Architects and professionals) invited to conduct Internal as well as RTMNU reviews and juries.
- Non-salary expenses include purchase and maintenance of equipment's, office expenses, printing,

stationary and miscellaneous expenses.

- Financial support and adequate remuneration is provided to faculty for attending workshop, conferences and QIP's.
- Funds are also utilized for development of library and purchase of books, magazines, journals of library as per norms and standards prescribed by COA.
- Requisite funds are allocated to Infrastructure development and maintenance.
- As part of policy of social outreach adequate funds are allocated to fulfill the social responsibility.

LMC/CDC prepares budgetary provisions. The PIADS always endeavors to utilize the funds well within the approved budgetary provisions.

Fund Mobilization process at PIADS:

Principal prepares annual budget and submits to the Director of the institute for approval. Director with his recommendation forward to management for approval. On getting approved budget copy sends to Dean(P&D).Dean (P&D) sends the price request letters to the registered vendors to call upon the quotations for the same. The vendor is finalized on the basis of specification, rates quoted, quality of the product. Purchase orders are prepared along with terms and conditions by the office of Dean (R&D).After the materials deliver, installation, testing, demonstration is carried out. The concerned department takes the entry in dead Stock register and bill is then sent to administrative office of sanstha for further process.

Optimal utilization of resources/Implementation:

Institute adopts /practices strategies of optimal utilization of resources; Institute ensures that the available resources and facilities are never underutilized. Institute has well defined system to optimize the available resources by following the Centralized purchase systems, central admission, development and maintenance and other facilities are shared with sister institutions for optimal utilization.

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:

Response:

Internal Quality assurance cell established in PIADS with the aim to achieve academic excellence IQAC follows continuous monitoring of academic, co-curricular as well as administrative activities in the institute. The adoption of best practices to promote and practice quality culture is the main objective of this

cell at PIADS. The Internal Quality assurance cell (IQAC) constantly endeavors to develop effective and conducive system to achieve the stipulated goals of quality enhancement.

Initially IQAC was functioning as Academic Monitoring Committee. The Director, Principal Deans, representative of staff and students were member of Academic Monitoring Committee.

Quality Assurance strategies adopted by PIADS

- Participative teaching learning process
- Practice and promote Hands on culture, experiential and on-site learning
- Organizing conferences, workshops training programs for staff and students and encouraging and promoting faculty to participate in all such program/activities conducted by other institutes/organizations. And co related N.G.O's.
- Promoting and practicing continuous interaction and involvement with professionals, professional bodies, Industries, research organizations
- Organizing training programs for newly recruited faculties.

Institutionalized practices (based on IQAC initiatives) are:

1. Periodic Academic monitoring
2. Fortnightly academic reports
3. Compliance of Teaching plan/schedules
4. Sensitizing quality assurance polices to all stakeholders
5. Regular review and teaching learning process
6. Moderation of academic sessional assignments
7. Monitoring and reviewing the progress of various cells and committees
8. Regularly and constantly working and ensuring implementation of academic and administrative quality program activities.

Examples of best practices as result of IQAC Initiatives.

1. Teacher-Guardian system for effective interaction and quality assurance

IQAC in its meeting discussed about adopting **Teacher-Guardian** system for studio subjects. It is system wherein every teacher is allotted with limited number of students (10-12). The teacher guardian takes complete responsibility of a student in terms of curricular and co-curricular of mentoring, guidance of students and maintaining/updating the academic records. Objectives of this system are to ensure students regular interaction with their teachers. It also monitors and provides regular and personal guidance by teacher and imbibes sense of responsibility in staff and students both. The outcome of this system shows that due to personal and regular mentoring academic quality improved to desired level.

2. Teaching learning process: It includes

- Preparation of academic calendar based on university curriculum objectives and course contents and course outcomes
- Formation of subject committees with teacher-in charge
- Preparation of teaching plans and its execution. Care for slow learners.
- More focus on studio culture

- Use of multimedia, on line learning resources and teaching tools
- Continuous Quality assurance of slow and special guidance to advanced learners
- Fortnight academic report analysis for progress in course coverage as planned.
- Student's feedback for teachers, analysis and taking corrective measures wherever deemed necessary
- Result Analysis of all subjects included in RTMNU exams to identify weak areas and find remedial measures to overcome them and also strengthen and further take necessary steps to improve outcome.

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:

At PIADS, IQAC continuously strives to monitor the teaching learning process for quality assurance. Before commencement of the academic session one-week pedagogy session is a regular feature of institute. In this session various decisions related to academic planning are taken. Academic calendar is discussed with the faculty

. IQAC sets out the direction for the teaching learning process which is implemented through class wise, teacher wise and subject wise instructions. Student's feedback at the Sanstha level is collected and after analysis the outcomes in terms of suggestions and improvements are conveyed to the concern faculty. To motivate faculty, certificate of appreciation is given to those having outstanding performance feedback. Subject wise result analysis is a regular feature, to understand the performance of student. If required necessary action plan for improvement are initiated by Principal.

- Each teacher prepares subject file with detailed teaching plan
- Dean academics review the contents of subject file
- Regular attendance taking system is practiced
- Monthly report of the attendance is displayed on notice board for student's information and queries if any are attended promptly
- Regular checking of assignments and display of marks on student's notice board for their knowledge and queries if any are resolved on priority.
- Regular review for timely completion of course content
- Vigilance by members of committee to review teaching methods and effectiveness of delivery of lecture/instructions
- Assessment of learning level through student's performance in internal and university exams and appearance in viva-voce.

The methodology followed is as under

Methodology:

- Academic monitoring system
- Regular meetings of IQAC cell
- Periodic review of academic activities
- Follow up of Academic calendar in terms of Teaching plan and its execution, regular display of internal sessional marks, conduction of site visits, guest lecture, workshops as per schedule.

Two examples of Institutional review and implementation of teaching learning reforms facilitated by the IQAC

Teaching learning reforms:

Along with regular curriculum of university, students are allowed to organize, conduct and participate in extracurricular activities which bridge the gap of curriculum. They can take part in group activities, competitions, Site visits and case-study visits and academic study tours exposes students to real world challenges and professional possibilities. Co-curricular and extracurricular activities are also organized.

Internal examination reforms:

It was resolved that the internal examination shall be open book examinations. The main objective was to motivate students to develop the skills to acquire, modify and create knowledge on their own. The teachers were instructed to set question papers which satisfy the concept of open book examination pattern. The outcome of this reform shows that there is fundamental change in teachers and students towards the attitude of conventional examination pattern where process of mugging the information is prevalent.

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: 18

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
19	19	19	18	15

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	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: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	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:

Incremental Improvement made during the preceding five years

As per recommendations and suggestions of previous Academic Monitoring Committee and now IQAC many positive changes and improvements have been initiated in the areas of Academics and Administration. For the improvement of quality of education Priyadarshini Institute of Architecture and Design Studies has adopted enhancement mechanism. Well structured method of curriculum delivery by

conducting brainstorming through pedagogy session at the start of every semester for improvisation in quality of teaching learning is regular practice. Academic reports of each subject every fortnight helps in monitoring progress of curriculum development. Various committees provide suggestions which targeted for the academic improvement and growth and development of Institute as well as the Teachers and Students. Outcome of such suggestions are as under.

1. Increased involvement of student in class-rooms & studio sessions due to use of modern instruction methods and techniques.
2. Well established labs and construction yard activities promote experiential learning.
3. Library facilities along with e-books / journals are provided for student's utilization results in increased use of library.
4. Participation of faculty in quality improvement programs/ conferences / workshops increased.
5. Faculty and students are motivated to take-up research activities through Research and Development Cell.
6. Acquiring software's in library KOHA results in increased resources.
7. Improved number of faculty publication.
8. Initiatives by faculty towards Patent and Copyright process.
9. Google Based ERP at Institute levels helps in monitoring academic progress online. It promotes paperless functioning. All teaching plans, attendance, marks are uploaded on GRP which can be accessed by stakeholders at different level of organizational structure.
10. Higher involvement of visiting faculty from professional field.
11. Practice of inviting renowned personalities from profession to conduct External viva-voce is initiated. It gives more professional exposure to the appearing candidate
12. Tie-ups and MOU's with industry, professionals increased for Institute's and students benefits.
13. Teacher Guardian based academic guidance system implemented.
14. Subject allotment process is based on the performance of the teaching staff on the basis of demonstration of their respective domains.
15. Interactive teaching learning process is established due to implementation of activity based pedagogical strategies and by linking theories to hands on activities.
16. The students gain knowledge about new technologies and hands-on training of latest materials in market and through site visits and practical demonstrations.
17. Internal marking strategy and marks distribution of each assignment is decided by the Director, Principal and dean academics for each semester internal marking which is included in the university results. Proper action is taken against the student who is defaulter in the academic performance. The institute also conducts sessional improvement classes for defaulter students in theory as well as studio subjects so as to make sure that they get the proper knowledge to clear the subject.

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: 15

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
4	2	3	3	3

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:

The equality of genders for students as well as staff is one of the important ethos at PIADS. Gender equality or equality of the senses is the state of equal ease of access to the opportunities and the resources available regardless of gender, including the power of decision making. The initiatives by institute in this regard involve various steps and actions aiming at unbiased empowerment of the students. Every year new entrants are given lecture on topics related to gender equity such as Anti rape law, woman's safety etc by engaging expert lawyer. Although the environment in the institute is very healthy and there are hardly any instances of unruly behavior affecting women s dignity a committee is constituted at institute to deal with the cases of harassment to women.

The committee looks into the facilities and security arrangements for the students.

1. There are twenty-four hours security arrangements around the campus providing total safety and security to girl's students and faculty members of the college.
2. Without any bias women faculty members are involved in administrative and academic activities and are members of various committees & cells.

3. Female faculty members and female students actively participate every year in annual sports event.
4. At PIADS three months fully paid maternity leave is given to women faculty members. At times women faculty members are allowed to bring their children to college if there is no one available at home to take care.
5. Girl's common room with neat & clean toilet with a provision of vending machine, necessary medical aid, and facility to take rest is provided.
6. In case of any medical emergency transportation facility is provided to hospitals nearby.
7. All the classrooms, corridors, seminar rooms & outdoor areas of campus are well lighted and the environment in night is safe for all to work in case of certain situations.
8. The institute has "Anti Ragging and Vigilance Committee" to prevent the harassment of first year students. The committee regularly visits the class rooms, common rooms and canteen area to check the prevalence of any prohibited activities. Strict actions are initiated against the offenders.
9. The institute has installed CCTV cameras for more security at different locations in the campus such as classrooms, studios, corridors, entrances, lobbies, canteen, library and staffroom for continuous monitoring.

The counseling facility is made available to students on campus with an aim to provide individual or group counseling to help students and staff in tackling their psychological health concerns. The cell is gender sensitive and is open and equal for all. The expert psychologist helps the sufferer to identify personal, problems, strengths, emotional and behavioral problems and provides guidance to cope up with the situation towards self-understanding and regaining a sense of control & wellbeing to lead healthy life.

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: 0

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

7.1.3.2 Total annual power requirement (in KWH)

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: 100

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

Response: 10.44

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 10.44

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:

PIADS has taken efforts to recycle the biomass generated in the campus. The toilet waste from the ladies and gents toilet is connected to the septic tank and a perforated tank is constructed adjoining this, where the septic tank output is put for use to watering plants as liquid manure and also mixed in the compost for use as manure to all the plant life. In the process of reusing the generated biomass for conversion to manure for effective vegetation growth booster.

The sweeping/cleaning of premises at PIADS generates lot of solid waste in the form of Dried leaves/ trimmed grass/ chopped branches/ the Paper waste is sorted out and put into a respective chambers for decomposition such as Vermi-pit, Perforated tank, and Leaf mold. This generates degraded organic matter, which is used as manure/ liquid manure for plant life of the PIADS Campus. food waste contributes to a large portion of waste produced on campus each year. Composting organic waste—whether it be through composting food scraps in the dining services, and/ or using compostable utensils, cups, and plates—can significantly reduce the amount of waste that is generated on a college campus. This practice is continued or is the usual practice in our college. The resultant green vegetation on our campus is the outcome of the recycling of waste. Such a practice would come handy for constrictive use and at the same time it secures to our ‘Zero Waste’ management policy adopted by the college.

The mounds and the soccer shaped lawn are designed for the purpose of collecting excess rain water and subsequently the granular nature of soil helps percolate the water almost immediately. The soccer shaped

depression in the ground is created to gel with the surroundings mounds to create visually interesting lay of the land. This configuration also serves the important purpose of allowing the accumulated rain water to percolate down thereby increasing the ground water recharge. This dual role of this landscape feature is also explained the students of the fourth semester having landscape as a subject. Liquid waste management is taken care of in the form of soak pit as well as water in the lawn areas.

The solid waste generated at PIADS is in segregated form, as the covered dustbins of colour such as black to collect medical waste, yellow to collect dry waste and green to collect wet waste. This segregated solid waste is then disposed off as desired. The green, red, and blue colour dustbins and black coloured for e-waste not only helps in segregation of waste but also stands as important conceptual disposal of solid waste for the students of the institute.

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:

In terms of taking constructive steps towards rain water harvesting and subsequently channelized the surface water flow in the desired direction on the ground, soak pits/ trench created in the lawn area acts as the effective soak pit is made. Also, the drains on both sides of the main road in the college premises canalised the water flow in desired direction. The entire lawn area water is collected into a pit which acts as soak pit. This is practiced in the effort of the college to percolate down of surface runoff. This environmental practice is followed meticulously in order to take advantage of the rain water runoff at the same time it enriches our plant life.

Rainwater harvesting is a technology used to collect, convey and charge the subsoil water level. This practice is very effectively used in “Bava Court” is very effectively used to collect the rain water from the sloping roof from all possible directions and allow it to infiltrate in the sub soil below. This phenomenon was perceived by the architect while at the planning stage and accordingly converted “the Bava Court” the open catchment where by causing the noble gesture of enriching the ground water table. This effective technique to store rain water for the ground water recharge from relatively clean surfaces such as a roof, land surface or rock catchment.

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:

As regards making the environment green, conducive for human habitation and for enriching the environment with fresh oxygen, at PIADS it is routine practice to get tree planted by every dignitary and guests also by faculty of the college plant the sapling on their respective birthday. Such example may be enlisted by the plantation done by faculty such as Prof. Neha Chorasiy planted neem tree on her birth day and Prof. Aparna Tarar had planted Bauhinia blackii on her birth day. Likewise the institute boast off so much of vegetation covered in an around the institute building. This practice is very widely appreciated by the one all the experts who visited PIDS campus including president council of architecture, Delhi. This phenomenon has become the unique identity of PIADS with very wide appreciation for the noble cause. Around 200 trees are planted by dignities vesting our college in the parking area there by generating over hade shade by parked vehicles.

The canteen waste as well as green vegetation waste is put into an elevated vermi composting bag to convert it into manure. Such practice is very effectively followed at PIADS of converting the solid waste into usable manure for grading purposes or activity. This global cause is useful not only in the practice but also in their subject landscape architecture where in they are taught methods of converting the dry foliage waste into manure.

The various dust bins are kept at selected locations, the Plastic waste generated in the day to day activities of the college is collected in the plastic/dry waste dust bin. Segregation of the waste automatically gets effected by this method and e-waste, paper waste is disposed of recycling or reuse.

We plan and constrictively enhance the dry waste management and the solid waste management to convert or reinstitute for institutional purposes.

In terms of environmental protection and care, PIADS also practices carpooling and petrol sharing by faculties as well as students. The carpooling practice is a routine practice followed by the faculty and the student group as well. Female faculty Prof Aparna Tarar, Prof Radhika Pathak, Prof Leena Ganver are one of the petrol partners for two and fro visits to the college. All the students are the petrol partner either bike or moped or car they used for the same purpose. Such carpooling practice is effectively used for the faculty

and students who stay 15 to 13 km distance the institute.

Healthy habits like this enrich the environment constrictively at the as well as establish the social bond between students and the faculty to commute happily and cohesively to the institute.

Innovative and worthwhile environmental practices as listed about are put to use at PIADS on regular basis.

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: 2.76

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
6.96	7.98	9.09	6.73	5.92

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: C. At least 4 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:** 16

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
3	3	4	2	4

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
3	3	2	3	2

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:** 25

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	5	5	5	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:**

In PIADS the celebration of national festivals and birth/ death anniversaries of our great leaders are conducted every year.

Every year we at PIADS celebrate national festivals Republic day and Independence Day very enthusiastically. Student's council hosts the entire program. Flag hoisting is done by the Director/ Principal of institute. After that cultural programs are arranged followed by refreshments for all students and staff members.

On 2nd October, on the occasion of Gandhi Jayanti, all staff, teaching and non-teaching, student representatives together celebrate this event by offering flowers to the picture of our father of nation 'Mahatma Gandhi'. Also at this occasion, speech by students on peace by brotherhood is given. At the end of the program sweets are distributed.

On 19th November Ektadiwas is celebrated in PIADS on the occasion of Indira Gandhi's birth day every year. Our first lady Prime minister of India continued to be our PM for almost 15 years. This day is celebrated in PIADS every year very enthusiastically.

At PIADS, we also celebrate the birth anniversary of Lokmanya Tilak on 23rd July. Balgangadhar Tilak was a great leader, teacher, Indian nationalist and the leader of Indian Independence Movement.

Every year in the month of January, kite flying festival called maker Sankranti is celebrated by all the students and staff of PIADS. On this occasion students and teachers together, fly the kites and shares the Til-Gul.

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:****7.1.19. The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions****Academic Transparency**

Transparency implies openness, communication, and accountability. At PIADS students assignments and sessional work assessment is evaluated in a totally transparent manner by clearly explaining the expectation by teacher in a particular task. So students have clarity about they are expected to do. The criterias of evaluation and its weightage is clearly set. The use of model examples is made to help students understand what is expected of them as a good quality of work.

- Every year academic policies are updated through the outcome of Pedagogy workshop. Academic calendar, teaching plans and continuous assessment schedule and other activities are planned for the year.
- These policies are reformed by the group consisting of Faculty, Deans & Principal by extensive deliberations and approved by Director.
- Once approved by Director they are made available to all stake holders, including students.
- Checked assignments, test answer books are made available to the students to ensure transparency in valuation.
- Attendance data is displayed on the institute notice board from time to time.

Administrative Transparency

At PIADS transparency in administration is valued most; as this is the way people can be held accountable for their behaviour with actions. Teachers are held accountable for teaching & learning activities. Students are accountable for one another and their personal behaviour. The accountability & transparency helps to change attitudes which in turn improves academics.

Teachers share their resources and idea with each other, seek answers to teaching problems. This kind of transparent collaboration improves teaching.

- Principal is executive and academic head of the institute and gets directions from the Director
- There are Deans for Academics, Administration, core subject Design, and Research to focus on different facets of education and their responsibilities & duties are well defined to maintain transparency.
- All the administrative procedures for students & staff are clear.
- Service rules and other policies of administration, leave etc are laid down.

Financial Transparency

- The institute calls for the budget from every portfolio incharge to prepare the budget of college before the commencement of every financial year.
- Once the proposed budget by incharge officers is finalized by the committee a combined budget is prepared under different heads and the portfolio incharge are made aware of the budget.
- The financial year of the Institute is same as that of the government.
- Required financial powers are given to the Director.
- Salary sheet of every staff member is available on ERP portal and hard copy is signed as acknowledgement by staff.
- The system of Internal Audit at institute level and External Audit by statutory auditors at the sanstha level is practiced.

Transparency in auxiliary function

- The institute and sanstha has well documented policies for its auxiliary functions with all administrative norms and the standing orders in place.

The details of the policies governing various auxiliary functions are available to maintain transparency.

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:

7.2 BEST PRACTICES

7.2.1 Two examples of institutional best practices are described here under (as per NAAC format)

Best Practices I

1. Title : Effective Teaching Learning & Evaluation Process.

If the transmission of knowledge is has to be methodical and process of evaluation well defined teaching learning becomes more effective.

2. Objective of the practice

The basic objective behind this best practice is to raise the curiosity and develop interest of students in a particular topic. It should ultimately result in self drive towards more knowledge ambition among students.

3. The Context

The process of teaching / learning is given maximum importance in the institute. The institute takes measures to bring maximum students to the level where students level of receiving knowledge improved and are sensitized which is done through, special coaching, guest lectures, workshops etc. The institute also trains their facilitators on contenious basis to enhance their teaching abilities and methods of knowledge transmission. Eventually implementation these skills by teachers enhances the learning experience of the learner.

4. The Practice

Creating subject interest

- Learner centric activities like participative learning, group learning, interactive sessions, through student seminars, special coaching, case studies, assignments promoting knowledge seeking , site exposure, use of audio-visual teaching aids.

Planning and monitoring

- Blue Print of teaching schedule for the semester giving details of teaching learning activities during different weeks.

Director constitutes a committee for academic monitoring of various courses. This committee takes review of academic process; and progress and verifies related documents; for two times in a semester (Mid Sem & end semester)

The “Academic Report sheets’ are prepared and sent to Dean Academics at Sanstha level periodically. This report shows the record of syllabus coverage and students attendance. Accordingly action plan is

prepared for extra classes and other remedial measures for lagging subjects. The academic documents such as teaching plans, assignment content, evaluation methods / criteria, subject file and attendance register is checked by Academic monitoring Team. For effective monitoring and guidance to students in core subject design & thesis Xth Sem institute following mentor system.

2. Best Practices II

1. Title : Pedagogy Workshop

2. Objectives of the Practice

Pedagogy workshops helps in

- Reviewing the academic practices of previous semester and propose revisions as necessary.
- Exposes teachers to teaching methods adopted by colleges and make necessary improvements.
- It offers forum for all faculty to discuss the merits and demerits of the policies practiced and come up with necessary revisions and addition.

3. The Context

One of ways to realize the vision is to develop strength in academic pursuits, teaching content and process of knowledge transmission in the institute. One of the ways to focus on the related issues is to generate discussions on the current practices, bring more clarity, discuss success rate and take steps in future direction.

The quality and rigor of academic pursuits is an essential ingredient of teaching learning process to ensure the sustainable future of academic institution.

4. The Practice

Pedagogy workshop

- Pedagogy workshops are organized for faculty to share to outcome of teaching learning process of semester
- The methodologies used and students output in drawing subjects is presented and through interactive session the positive factors are outlined and formed into the guidelines for future.
- The proposed teaching plans & methodologies and nature of assignment along with rational & process of evaluation is also discussed among the faculty to ensure its effectiveness in teaching & learning.

Teacher quality

- Teacher quality is maintained and monitored through inputs at pedagogy sessions, observation of lesson plans by experts and taking semester wise feedback from students.

- IQAC promotes the growth of teaching staff by organizing STTP; encouraging participation for workshops, seminars.
- Faculty is granted special leave of one week per semester to undertake an expedition to visit great example of architecture / planning (completed and under construction) in India and abroad.
- Orientation and induction programs are conducted for new recruits and new entrants of the college

5. Evidence of Success

- The pedagogy workshops helps to streamline the teaching methods & contents towards the effectiveness & quality. The planning and continuous monitoring of all academic activities helps in self improvement.
- For core subject Design and Final year Thesis project the mentor system is working effectively do to focused attention to set of students.

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:

7.3. INSTITUTIONAL DISTINCTIVENES

7.3.1. Describe

Response

1. Promotion of Research by faculty & students

PIADS believe in achieving excellence through interaction of the facets of education i.e. Academics, Research & Practice. We recognize that the knowledge could be expanded through research. And at educational institution synergy between these three facets could enrich each other.

- Students are encouraged to take research oriented Thesis Projects at final year level. Wherein the students work under guidance or experienced faculty and pursue their work while following appropriate methodology. As a dissemination of outcome of this activity a publication is released from the year 2017-18. The students are offered an elective at advanced stage of their curriculum where in they are given introduction to research methodologies and preparation of research

proposal.

Outcomes :

The elective course equips them with knowledge on

- Investigate in depth the problem and relevance to society.
- Methods of conducting survey and investigation.
- Acquaint with research methods.
- Capacity to carry out an independent study
- Analytical, writing and presentation skills for scientific communication.

As a result of this students are motivated to take up research driven Thesis Projects at final year.

- The institute has offered financial support for filing and obtaining Patent for the outcome of research by faculty.
- The institute is recognized as 'Centre for Higher Learning & Research' by the affiliating university.

2. Financial support and infrastructure for research and publication by faculty

The institute has policy to encourage the research activity and publication by faculty by giving various incentives under the scheme faculties may undertake research (not leading to PhD) in any topic of their interest by giving a proposal in proper format highlighting its relevance methodology, benefit devotion and tentative budget.

Outcome :

One of the faculty has come up with the product which is being patented with the financial support from management.

A book authored by faculty is published by Institute and is in good demand.

Faculty members have undertaken documentation based research on traditional / vernacular architecture involving students , in nearby regions with objectives to develop the strategies for contemporary application.

3. Summer and Winter School

The institute has distinctive practice of organizing week to ten days workshops for students at the end or beginning of each semester. The objective of this practice is to convert the knowledge gained by students into wisdom and to offer the knowledge in the topics beyond university prescribed syllabus. This gives opportunity to students to pursue interest in topics of his interest and faculty to widen the sphere of their knowledge.

Outcome :

- It has given students opportunity to develop his skills & pursue interest in topic of interest.

- The faculty has developed the motivation to widen his/her sphere of knowledge apart from routine academic content to master in certain topics.
- Collectively it has created the tribes scholastic environment in the campus while utilizing the gap between semester productively.

Documents -

- Topic & contents of Research based Thesis Projects by Students
- Document related to financial support from management.
- Document related to publication of book authored by faculty and published by institution.
- Posters for workshop displayed by faculty to attract the students for registration.

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

5. CONCLUSION

Additional Information :

PIADS CORE VALUE

Excellence and continuous enrichment

PIADS upholds the culture of excellence through continuous enrichment of all academic and administrative processes. It is achieved by strictly adhering to the highest standards in quality of teaching-learning process and striving for continuous improvement in all activities associated with teaching-learning. The aim is to achieve global standards in all the spheres of activities of an academic institution.

Learning beyond Syllabus

Being a student-centered institute, we are committed to provide best educational experience to every student. One of the ways of achieving this is to offer knowledge beyond syllabus. This is accomplished through, summer & winter school workshops held by faculty and guest lectures by eminent professionals. Seminars on specific topics by in house as well as outside experts are regularly arranged for the benefit of students as well as faculty, to widen the knowledge horizon.

Accountability & Integrity

Accountability and integrity are some of the important values to be exercised at the workplace by an individual. At PIADS the culture of accountability prevails where one is answerable for an action. When students and faculty as well as employers and employees are mutually accountable for each other; there is a mutual trust. This along with integrity can help provide all the stake holders with a sense of empowerment and belonging. This atmosphere helps individuals to perform better with more efficiency and creativity.

Social Responsibility

The institute endeavors to develop the students into responsible citizens who are fully aware of their social responsibility. The institute inculcate in student's values to uphold the highest standards of professionalism, humanity, social responsibility, gender neutrality and environmental awareness.

Concluding Remarks :

At the Priyadarshini Institute of Architecture and Design Studies, we strive to teach the future generation an attitude of excellence and an effort to test their limits and break their boundaries. This not only make them good architects, but also architects with ideologies, a healthy respect for nature and a personal flair, that sets them apart from the crowd.

To attain this the Institute perpetually endeavors to update itself. It achieves this by exposing its teaching staff members and students to thought provoking ideas through guest lectures and workshop based on a wide spectrum of subjects. These include subjects right from product design to urban planning, from conservation to Landscape design, from construction to behavioral science.

The specially conducted and unique Summer School Program and Winter School Program provides best educational experience to every student of the institute. These programs widen the student's horizon of learning and provides them with an opportunity to learn beyond the university prescribed syllabus.

The Institute strongly believes in mutual accountability and a healthy rapport between the students and teachers as well as the management. This is achieved in PIADS through a well-managed and executed student-guardian network.

The institute inculcates within students, values to uphold the best standards of professionalism, humanity, social duty, gender neutrality and environmental consciousness. This is realized by PIADS by setting an example for the students through professionalism and transparent evaluation system by the teachers, various social cause drives organized for the students and by the students for social upliftment and awareness like Blood Donation Camps, Tree Plantation, and Waste management camps and awareness programs.

These steps move Priyadarshini Institute of architecture and Design Studies towards its aim to achieve global standards in all the spheres of activities of an academic institution.