



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BHARATI VIDYAPEETH COLLEGE OF ARCHITECTURE, NAVI MUMBAI

SECTOR NO. 7, C.B.D., BELPADA COMPLEX, NAVI MUMBAI

400614

coarcmbai.bharativedyapeeth.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bharati Vidyapeeth's College of Architecture (BVCOA) in Navi Mumbai established in 1992 and operated on the shared premises of the Belapur campus of Bharati Vidyapeeth. BVCOA is affiliated with the University of Mumbai for degree courses and holds approval from the Council of Architecture (COA). The offerings under BVCOA's umbrella encompass a 5-year graduation course - B.Arch (Bachelor of Architecture), admitting 120 students; a 3-year graduation course - B.VOC I.D. (Bachelor of Vocation in Interior Design), admitting 60 students; along with a 2-year post-graduation course - Master of Architecture in Project Management, with an intake capacity of 20 students.

The visionary efforts of both the management and the entire community have facilitated the expansion of our institute's horizons, contributed to its growth and infrastructural development, facilitated the introduction of a new course, and enabled the launch of the post-graduate program starting from the academic year 2023 - 2024.

Vision

"To have a transformative impact on society through dynamic education - Research, Innovation, and Entrepreneurship."

Mission

- **To provide an inclusive border less access to higher education and vocational education based on merit.**
- **To offer professional and vocational education programs to meet the changing and diverse needs of society in a global context.**
- **To promote student-centric approach, encourage progressive thinking and foster an environment that allows students to reach their full potential.**
- **To promote innovative quality research in diverse areas of development and engage in application of knowledge for community development.**
- **To promote extensive use of Information and Communication technology for enrichment of teaching learning and effective governance.**
- **To keep focus on quality aspects of the academic, administrative processes and various activities.**
- **To adapt to the latest technologies and modern approaches to teaching and learning.**
- **To develop international and national potential knowledge partnerships.**

- **To promote sustainable practices and collaborate with industry partners to maintain professional standards.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Appointment of faculty as per the mandate of COA and Mumbai University
- Library with collection of over 10000 books for students reference
- Two computer labs with capacity of 120 computers equipped with latest softwares as per the Programmes requirements.
- Provision of smart screens and projectors in classrooms.
- Good infrastructure conforming to Council of Architecture (COA), New Delhi Norms with well-equipped Material Lab, Climatology Lab and Environmental Lab, Exhibition Space, Multipurpose/Seminar Hall, Resource Center and Model Making, Students Center (NASA), Girls common rooms etc.
- Tie up and MOUs with various agencies like Stree Mukti Sanghatan, CADD Centre, Kharghar, IGBC, Rayat Centenary Innovation and Incubation Foundation, Indo- French Workshop for social and industry connect.
- Social outreach Programme like International Conference (Mosaic) to promote interaction between the fraternity.
- Experts' sessions for higher studies in India and abroad.

Institutional Weakness

Lack of Funds due to delay in receiving Government scholarship funds as 50 % students receive facility of various Government scholarship schemes.

Institutional Opportunity

- Enhanced faculty welfare schemes.
- Collaboration with NGOs and international Universities to enhance placement activity.
- Motivating and providing financial support to faculties for attending Faculty Development Programs and research and publication.

- Introducing new Certificate courses, UG Programmes, PG programmes, Doctoral Programmes.
- Ecosystem for innovation including incubation center and other initiatives for creation and transfer of knowledge.
- Strengthening the alumni association.
- Focus on environmental issues, challenges and student awareness towards sustainable development.

Institutional Challenge

- Immediate adaptation of NEP 2020.
- Establishment of a world class incubation center.
- Establishment of foreign language labs.
- Availing funds (scholarships) for infrastructure development.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Bharati Vidyapeeth College of Architecture, Navi Mumbai, affiliated with the University of Mumbai, follows the stipulated syllabus designed by the University using a Credit-Based Grading System for its B.Arch, B.Voc-ID, and M.Arch programs.

The institute aligns with the sanstha's mission of "Social Transformation through Dynamic Education" by structuring the curriculum around a student-centric teaching and learning approach. The Institute's IQAC cell ensures adherence to curriculum standards by employing strategies such as academic flexibility, multi-skill development, a comprehensive feedback system, and the engagement of industry-experienced professionals.

At the institute level, curricular planning and implementation for quality are accomplished by envisioning a curriculum that is both distinctive and reflective of the institute's concerns. BVCOA attains academic flexibility through the introduction of supplementary enrichment programs, which is a college-initiated venture in the form of certificate programs.

The core objective of Curriculum Enrichment is to foster the holistic development of students. This goal is pursued by providing updated curricular inputs, incorporating value-added courses and activities that go beyond the regular syllabus. These supplementary components aim to sensitize students to cross-cutting issues pertinent to contemporary gender equity, environmental sustainability, human values, professional ethics, and the cultivation of creative and divergent competencies. The institute carefully designs "value-added" courses at all levels, aligning them with the overall curriculum.

The implementation of a comprehensive feedback system ensures an active process of not only gathering input from all stakeholders but also analyzing this feedback. Pertinent insights are drawn and utilized to enhance the effectiveness of learning methodologies.

Teaching-learning and Evaluation

The institute endeavors to cater to students from diverse backgrounds and with varying abilities by implementing effective teaching and learning practices. The field of architecture demands a blend of creativity and technical knowledge. In the initial stages of the course, the focus is on nurturing creative thinking processes among students. Subsequently, as the course progresses, the emphasis shifts to both the creative aspects and technical proficiency. Given that B.Arch. is a professional program, it places significant emphasis on building a robust theoretical foundation and imparting practical knowledge. Students receive exposure to contemporary trends and practices in the profession and are actively encouraged to engage in various co-curricular activities, such as competitions, conferences, and seminars. 'Experiential Learning' is enhanced through diverse workshops, study tours, documentation activities, site visits, etc. The teaching staff includes a variety of experts who contribute to teaching based on their specialized knowledge. The teacher-student ratio adheres to the guidelines established by the Council of Architecture. Assignments cultivate skills and habits, including observation, analysis, teamwork, visual & verbal communication, etc. A progressive marking system evaluates sessional work across all subjects, identifying gaps in the teaching-learning process. Revision classes are conducted based on students' performance. The evaluation process includes end-semester examinations, jury, and theory exams in accordance with the University's guidelines. The institution's teachers actively participate in the assessment and evaluation procedures of the affiliating University.

Research, Innovations and Extension

In its pursuit of establishing and nurturing a robust research and innovation ecosystem, the institute dedicates itself to providing the necessary infrastructure facilities, hosting workshops and seminars, fostering an understanding of research's significance among both students and faculty, and fostering industry collaborations.

The institute has forged partnerships with two incubation centers in close proximity. One resides within our campus and is initiated by BVCOA, while the other is situated in the nearby vicinity. Additionally, the institute actively promotes research integrity by employing plagiarism detection software. The institution extends support encompassing financial aid, academic guidance, and human resources, aiding faculties and students in publishing research papers across various platforms, including national and international conferences, publications, books, workshops, consultancy services, training initiatives, and more.

Moreover, the institute recognizes its duty to the society and thus engages in extension activities at the local level. These activities address societal issues encompassing physical and mental well-being, inequality, cleanliness, recycling, blood donation, tree planting, field training programs, and environment awareness workshops, among others. These endeavors are carried out both within the institution and in partnership with industries, communities, NGOs, and similar entities. Such initiatives cultivate a sense of environmental and societal responsibility within the students.

Furthermore, the institute has entered multiple Memoranda of Understanding (MOUs) with practicing professionals, consultants, counselors, corporations, national and international institutions, and the like. These collaborations facilitate valuable exposure for students and faculty to the latest technological advancements in the realm of architecture.

Infrastructure and Learning Resources

At BVCOA, the infrastructure meets the requirements of all academic programs and research activities. The building is designed to be disabled-friendly, with provisions for ramps and lifts. The institute provides ample infrastructure to facilitate teaching and learning, as well as co-curricular and extra-curricular activities.

The institution adheres to all norms specified by COA, New Delhi, and Mumbai University, ensuring effective infrastructure for teaching and learning. The infrastructure includes well-furnished classrooms, a library, a canteen, girls and boys hostel, a playground, internet facilities, and potable water supply. Yearly budgetary allocations are made to upgrade the infrastructure to address the evolving needs of the learning environment. BVCOA boasts a library catering to the needs of both students and faculty. Library resources have been fully barcoded and automated, granting access to all faculty members and students to e-journals.

High-speed internet connectivity is provided to promote an e-learning environment. The ICT facilities are well-equipped with all necessary tools and infrastructure requirements. Various administrative tools are employed to enhance academic and administrative processes. BVCOA is in the process of starting the ERP system.

An effective biometric attendance system has been implemented for college staff. The campus is under CCTV surveillance to ensure the security and safety of the students. Classrooms and seminar/conference halls are equipped with LCD projectors and accessories. Faculty members utilize smart boards and the Microsoft Teams platform, which includes built-in recording functionality.

Regular maintenance and upkeep of all facilities are ensured through trained and efficient staff while also promoting green initiatives.

Student Support and Progression

Dedicated to fostering the academic, personal, and professional growth of its students, BVCOA employs a comprehensive range of strategies, programs, and services. From enrolment through graduation and beyond, students benefit from a suite of initiatives tailored to bolster their academic journey. BVCOA plays a pivotal role in facilitating students for a variety of scholarships offered by the Government of Maharashtra, aiming to alleviate financial constraints.

Ensuring a transparent and efficient operational framework, BVCOA diligently upholds the mandates of established statutory committees as prescribed by UGC. Rigorous oversight, swift resolution of grievances, and proactive management of concerns, including issues related to student well-being, sexual harassment, and ragging, exemplify the BVCOA commitment.

The vibrant Student Council culture empowers students to orchestrate the annual cultural Fest "PINNACLE," and excel in diverse arenas, including sports, NASA events, and regional and national competitions. With strong ties with architectural firms, BVCOA conducts fruitful placement drives. Women's empowerment takes center stage, as the institute orchestrates seminars and workshops to amplify capacity building and skill development, fostering an environment of inclusivity and growth.

With an illustrious track record spanning back to 1992, BVCOA boasts 27 successful batches, many of them have achieved remarkable prominence within the field. BVCOA envisions tapping into the wealth of experience held by its alumni, catalysing engagement through extra-curricular activities and shared experiences. Actively nurturing these connections, BVCOA Alumni Cell acts as a bridge, facilitating interactions and in the process of formalizing the Alumni Association for sustained collaboration and progress.

Governance, Leadership and Management

BVCOA is committed to realize its vision of making a transformative impact on society through dynamic education, rigorous research, innovation, and entrepreneurship activities. The institution prioritizes the holistic development of students, fostering an interactive multidisciplinary environment within its B.Arch, M.Arch, and B.Voc. ID Programs. Academic conduct and other activities are carefully defined to align with the Mission.

BVCOA governance is overseen by the Executive committee and the College Development Committee (CDC), formerly known as the Local Management Committee (LMC), established in accordance with established norms. Institutional policies have been drafted to realize the vision and mission, and their monitoring and implementation are ensured through the Principal, HODs and various internal committees.

BVCOA has a perspective plan devised by the Principal and HODs, drawing suggestions from the Internal Quality Assurance Cell (IQAC), to ensure the achievement of curriculum objectives. These perspective plans are rooted in the vision and mission. The organizational structure encompasses both teaching and non-teaching staff, who play a crucial role in determining the necessary actions for the effective implementation of academic programs. This structure confirms the initiation of appropriate measures for executing perspective plans. BVCOA has established various committees to facilitate decentralized and effective participative management.

For each committee, a senior faculty member is assigned as committee heads. committee heads have well-defined roles and responsibilities. Matters discussed during respective meetings are considered and subsequently forwarded for necessary follow-up actions.

Institutional Values and Best Practices

In pursuit of institutional values and best practices, BVCOA has implemented several reforms to cultivate an eco-friendly campus and prioritize the safety and social security of its students. BVCOA has initiated numerous measures to eliminate plastic usage on campus, leveraging technology to minimize paper consumption. Power supply to electronic appliances is now employed judiciously, based on actual requirements. Identifying renewable, sustainable, and cost-effective energy sources, BVCOA has installed

devices powered by renewable energy, such as solar panels and heating systems across the main building, guest house, hostels, and staff quarters. Vigorous campaigns for carbon neutrality and tree plantation further contribute to the green mission.

Aligned with the vision and mission of Bharati Vidyapeeth and the core objectives of the university curriculum, BVCOA is devoted to train professionals who show excellence in teaching, learning, research, service, outreach and leadership. BVCOA tailors' activities to meet student needs while simultaneously challenging them to enhance existing skills and foster new ones. This comprehensive approach extends to the classroom, college environment, and the broader community, fostering an environment of mutual respect and collaboration.

This mission is advanced through collaborative partnerships with organizations and other institutions. Moreover, BVCOA emphasizes the development and alignment of workshops, subjects, study tours, and activities that promote the study of Rural or Vernacular Architecture also. This pedagogical approach impacts various segments of the community and empowers students to influence human development and social practices, contributing to the ongoing evolution of society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHARATI VIDYAPEETH COLLEGE OF ARCHITECTURE, NAVI MUMBAI
Address	Sector No. 7, C.B.D., Belpada Complex, Navi Mumbai
City	Navi Mumbai
State	Maharashtra
Pin	400614
Website	coarcmbai.bharativedyapeeth.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Satish B. Dhale	022-27564646	9819569673	-	principal.bvcoanm@bharativedyapeeth.edu
Professor	Varsha Annadate	-	9892310223	-	varsha.annadate@bharativedyapeeth.edu

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	24-09-2020	View Document		
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	04-07-2022	12	Approvals letters for two UG courses and PG course has been attached

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	Sector No. 7, C.B.D., Belpada Complex, Navi Mumbai	Urban	13.6	5682.75

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 Diploma with Mathematics recognized by Central / State governments	English	120	104
UG	BVoc, Bachelor of Vocational, Interior Design	36	HSC in any stream or Equivalent	English	60	48
PG	MArch, Architecture, Project Management	24	B.Arch. from institution recognized by COA.	English	20	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				8				31			
Recruited	3	4	0	7	1	7	0	8	11	20	0	31
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				14
Recruited	14	0	0	14
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				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	4	0	0	7	0	11	19	0	43
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	7		5		12

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	6	5	4	6
	Female	5	6	5	2
	Others	0	0	0	0
ST	Male	0	0	2	0
	Female	0	0	2	0
	Others	0	0	0	0
OBC	Male	15	10	10	7
	Female	14	12	17	9
	Others	0	0	0	0
General	Male	24	17	36	18
	Female	31	29	48	23
	Others	0	0	0	0
Others	Male	2	1	2	7
	Female	6	3	3	7
	Others	0	0	0	0
Total		103	83	129	79

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>BVCOA adheres to NEP 2020 guidelines and offers a flexible and innovative curriculum. This curriculum includes a value based credit system and projects focused on community engagement, environmental education. The aim is to impart students with a well-rounded education that emphasizes the practical application of knowledge and nurtures a sense of social responsibility among future professionals. BVCOA provides various multi-disciplinary programs, including B.Arch. Master of Arch. in Project Management, and B.Vocation in Interior Design. This facilitates the exchange of ideas and knowledge across all disciplines, fostering an interdisciplinary approach. The goal is to equip</p>
--	--

	<p>students with the ability to address intricate challenges by comprehending the cultural, social, and scientific aspects of their work. Fostering a collaborative culture and promoting cross-disciplinary interactions are integral to BVCOA approach. The curriculum is periodically reviewed to seamlessly integrate multiple disciplines. Emphasis is placed on the development of both students and faculty through workshops and interdisciplinary research. BVCOA also forms partnerships and collaborations with other academic institutions, industries, and community organizations, enriching the multidisciplinary ecosystem. This approach offers diverse perspectives and engagement opportunities, aligning with BVCOA holistic vision of architectural and design education. BVCOA serves as a platform that unites faculty and students from diverse fields, including architecture, engineering, urban planning, and social sciences, through collaborative research projects, seminars, and workshops, encouraging meaningful cross-disciplinary interactions.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Aligned with NEP 2020, BVCOA recognizes ABC's significance in promoting student mobility. BVCOA is currently following Mumbai University syllabus for all the batches and courses. ABC IDs of all registered students have been created and details of the same have been shared with students.</p>
<p>3. Skill development:</p>	<p>The realm of architecture and design extends beyond mere building design; it necessitates a fusion of inventive thinking, technical excellence, adept communication, and a profound understanding of cultural, social, and environmental contexts. Through collaborations with IGBC and SWAYAM, BVCOA empowers students using inventive methodologies. BVCOA curriculum is thoughtfully crafted to seamlessly integrate theoretical knowledge with hands-on skills. BVCOA offers a diverse array of elective courses that encompass vital aspects of architectural expertise. Students are actively engaged in practical projects that underscore sustainable material usage, presentation techniques, and proficiency in software applications. Moreover, BVCOA program incorporates certified courses in related domains, such as heritage awareness, façade design, and software proficiency. To enhance practical exposure, BVCOA facilitates consultancy projects in conjunction with local organizations,</p>

	<p>enabling students to apply their learning in authentic real-world settings. The industry driven approach ensures that our graduates are competent to serve the current need and demand of industry.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>BVCOA recognizes the paramount importance of incorporating Indian knowledge systems seamlessly within its academic framework. India boasts a profound legacy of abundant heritage and culture. Embracing this invaluable wealth of Indian knowledge, BVCOA interweaves traditional practices and philosophies into our educational structure. BVCOA provides coursework that delves into indigenous architectural philosophies and traditional construction techniques. Collaborations with skilled artisans and experts serve to bridge the gap between theory and practice, enhancing students' comprehension (evident in activities such as the 'Mitti' workshop and the 'bamboo' workshop). BVCOA study tours are primarily focused on documenting vernacular architecture across diverse climatic zones, offering students insights into vernacular design techniques, materials, and the essence of local culture and traditions. Regular sessions centered around Indian traditional health practices, including yoga and meditation, are conducted every year. Throughout the year, various festivals and cultural events are celebrated to foster cultural exchange among students from diverse backgrounds. While adhering to the Mumbai University's guidelines, English serves as the primary medium of instruction. Additionally, Hindi and the local language (Marathi) are employed as mediums of instruction whenever deemed necessary.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) stands as a student-centric approach to teaching and learning. It strategizes course delivery and assessment to attain specified objectives and outcomes. The primary emphasis lies in evaluating students' performance, encompassing outcomes across various levels. This is upheld by clearly defined academic policies, expert sessions conducted by industry professionals and seasoned academicians, and the adept utilization of information and communication technology (ICT) to ensure the effective delivery of high-quality education. The journey towards OBE initiation commenced during the academic year 2021-2022. The transition unfolded by introducing pertinent</p>

modifications to BVCOA academic policies and the teaching-learning process. To ensure a consistent and standardized implementation of OBE, diverse committees have been established at both the departmental and institutional levels. OBE was effectively implemented in the academic year 2022-2023. Initiating the process, BVCOA Vision and Mission were meticulously outlined, drawing from the recommendations of the Executive Committee (EC), the Internal Quality Assessment Committee (IQAC), and guidelines provided by the Academic Monitoring Committee (AMC). Subsequently, each department fashioned its course book in alignment with the overarching Bharati Vidyapeeth vision and mission. Further, the Programme Objectives (PO's) were shaped by seeking input from the EC, IQAC, AMC and diverse stakeholders, with a keen focus on ensuring POs consistency with the institute and departmental missions, along with the Graduate Attributes. BVCOA is affiliated with Mumbai University and adheres to the curriculum outlined by the university. This curriculum is composed of expansive curricular elements contributing towards the realization of the Programme Objectives (PO's). These components are classified into domains: Architectural Design, Allied Design, Technical Subjects, Theoretical Subjects, Electives (both core and open), College Projects, and Humanities. Experienced faculty members undertake roles as Subject Coordinators across diverse domains. These coordinators lay down guidelines to define and potentially refine course objectives and course outcomes, guiding respective faculty members. Hence, the subsequent step entails delineating course outcomes that align with the Program Outcomes. These Course Outcomes (CO's) help in quantifying student progress. Prior to commencement of the semester each faculty prepares a lesson plan, assignment schedule & CO-PO mapping matrix. Assessment of attainment of CO's is done at the end of the academic year. As CO's are mapped to PO's through the CO-PO matrix, computation of CO attainment also gives PO attainment achieved through a course. The AMC and course faculty analyze the results of the attainment of CO's and PO's and compute the total attainment of PO's. The AMC then reviews the analysis and prepares an action plan to improve student learning. The faculty is actively

	involved in the process of improving the teaching-learning quality.
6. Distance education/online education:	Due to the global impact of the COVID-19 pandemic, educational institutions across the globe swiftly embraced digital platforms to facilitate academic sessions. BVCOA leveraged the capabilities of 'Microsoft Teams' as the designated online platform for hosting academic sessions, meetings, and even conducting online viva exams. The acquired proficiency in digital tools during this pandemic era ensures a seamless accessibility to online resources for both educators and students, positioning us strongly to effectively confront future educational challenges. Students were encouraged to actively participate in online seminars and activities, while teachers also displayed keen enthusiasm in partaking in professional development programs and presenting papers through virtual modes. Currently, certain tasks such as assignment collection, evaluation, and the sharing of academic data are efficiently managed through the Teams platform.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. BVCOA has established the Electoral Literacy Club on 8 AUGUST, 2022 following the directives of the Election Commission of India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. Bharati Vidyapeeth college of architecture-Electoral Literacy Club operates under the faculty's guidance, with the faculty member acting as the Nodal Officer. The Executive Committee of the BVCOA-ELC consists of registered club members and is responsible for organizing activities in accordance with the academic year plan.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,	Utilizing posters on the Wall, organizing mock elections, staging street plays for awareness, engaging in slogan writing, and hosting poster/logo making competitions have effectively disseminated awareness and captivated student participation. Designated club members, chosen as Campus Ambassadors, take charge of executing awareness campaigns.

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The BVCOA-ELC has effectively executed awareness rallies and coordinated street plays to generate widespread consciousness. Additionally, the club offers service to facilitate corrections and new voter registrations. BVCOA-ELC is currently in its early stages of development, and the Institute has devised a policy to guide its implementation.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>BVCOA has encouraged all students who are eligible (above 18 years of age) to complete their registration on the Electoral list and provided the necessary information.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
631	629	660	618	598

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

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 74

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	36	32	41	36

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
278.269	188.639	187.329	188.541	204.072

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Bharati Vidyapeeth College of Architecture, Navi Mumbai affiliated to University of Mumbai, follows the syllabus designed by the university with a Credit Based Grading System for B.Arch, B.Voc-ID and M.Arch programmes.

The institute supports the sanstha's mission "Social Transformation through Dynamic Education". The education at the institute draws attention to the overall development of the student by planning the curriculum through adopting student centric teaching learning approach. The objectives of the courses are to attain a holistic understanding of the subject. At every level the courses are taught with the integrated approach, thus trying to co-relate the knowledge gained and synthesizing it in their design proposals ensuring the integrity of the program.

The different teaching methods incorporated in the classroom teaching are lecture, discussion, demonstrations, case study, experiential learning and site visits for practical knowledge. Teachers attempt to infuse creativity, visualization, analytical approach and research attitude through designed assignments. To bridge the gap between academics and current practice trends, value added certificate courses at all levels are introduced as suggested by AMC/ IQAC, also the professionals and experts from various fields are invited to conduct workshops, seminars, and deliver lectures. Study tours are conducted with the intent of socio-cultural studies of the remote settlements and develop documentation skills. The effective delivery of the curriculum is through the devised system including....

Academic Calendar:

Academic calendar is prepared in alignment with the calendar given by the university. All the co-curricular and extra-curricular activities and holidays are incorporated.

Time Table and Teaching load:

The Principal distributes the subjects based on the expertise and specialization of the faculty and the timetable is prepared. The teacher student ratio of 1:10-15 & 1:20 is maintained for student strength of 40 for Design and Technical subjects. The teaching of 36 hours per week as per COA is followed. The faculty then prepares the lesson plan for the allotted subjects.

Lesson Plans:

The lesson plans are prepared considering the objectives of the subjects with the focus on the course

outcomes accommodating the student's non-contact hours and exam schedules and are reviewed and approved by the Academic Monitoring Committee (AMC) & IQAC. It is reviewed and monitored periodically for its compliance. The assignments are framed considering the student's capabilities and understanding. Schedule for submission, marking is incorporated with the flexibility by the subject teachers in support of the students.

Student Evaluation:

The institute follows the continuous internal assessment system (CIA). The subject-wise evaluation schedule is prepared by the subject teacher and is reflected in the lesson plan. Students' attendance and the performance is recorded for each subject separately and reviewed monthly by the subject teachers, class coordinators and the academic coordinator. If needed, the weaker students and their parents are informed by displaying lists and through messages. Feedback is taken from all the stakeholders to ensure that the curriculum is delivered effectively.

Notice of events:

The information related to the events organized & conducted and exams are communicated by displaying on the notice boards and social media.

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

1.2 Academic Flexibility

1.2.1

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

Response: 21

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

1.2.2

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

Response: 25.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	0	232	276	295

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Bharati Vidyapeeth college of Architecture is imparting the core values of trust and welfare to all its stakeholders. Issues of gender equity, environmental awareness and sustainable practices, human values and professional ethics are immaculately observed and practiced by the institute on a continuous basis without discrimination or any other reservations.

GENDER EQUITY

BVCOA is a co-education institute where genders are equally treated and educated. All the programs are designed considering gender equity in the profession. All the students are encouraged to work in teams during the design projects, study tours and group works in all the subjects.

- Academic activities and projects are also planned with no gender bias to encourage their inherent potential.
- Special care is always taken to address specific needs of girl students during all the activities. Institute plans year-round activities for gender sensitization by organizing guest lectures on subjects like women's health and hygiene by professional speakers.

ENVIRONMENT AND SUSTAINABILITY

In all the academic activities environmental awareness and sustainable practices are of utmost importance. The courses are given special attention with effective mentoring, professional guidance by the teachers and design experts with respect to Environment and sustainability.

- The Institute has conducted numerous activities such as Bamboo workshop, tree plantation as a part of green initiative and Ganesh idol making in Shadu clay to promote eco-friendly Ganesh festival.
- The 3 R (Reduced, Recycle and Reuse) are followed through many initiatives in the campus such as paper recycling, compost pit and Automatic Sanitary Napkin Incinerator Machine. In further use, every year as a part of the Annual Exhibition the students use waste material and create sculptures.
- The Institute encourages the students to use alternative energy sources in the design process, and is given significant coverage.

HUMAN VALUES

Human values are imbibed in the students from the very top of the organization. The Bharati Vidyapeeth and all its members are actively involved in the social and welfare activities on a much larger scale and have won many recognitions, accolades and awards over the past few decades.

- We involve our students in the projects related to Public issues, Women welfare centers, Student hostels, Primary Schools and Hospitals.
- We also incorporate universal accessibility in the design preambles so that the issues of disability

are accommodated, and awareness is created among students.

PROFESSIONAL ETHICS

Professional ethics is an important subject in the architecture curriculum. At our institute a lot of focus and stress is given towards the promotion of a professional ethical culture. The institute follows all the norms prescribed by the council of architecture's code of conduct for practicing architects.

- The First year Program includes the course “Communication skills & Presentation Skills” that improves professional and communication skills.
- Industrial visits and participation of students in professional activities also add to their knowledge about professional ethics.
- The Institute invites guest speakers Architects from profession every year to upgrade and update about the current practices and knowledge about professional ethics.
- All the programs include Practical Training where the students understand professional ethics.

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

1.3.2

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

Response: 64.34

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

Response: 406

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 79.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
151	124	169	128	142

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 70.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	37	45	38	44

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 13.72

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Architecture as a profession requires practical experience for effective learning. BVCOA conducts settlement studies, documentations, site visits, market surveys in order to expose students to onsite learning experiences. This pedagogy is adopted to inculcate the practical aspects of design and its execution through observation, interaction and analysis.

1. **Educational tours** organized give students an exposure to different cultures, social setups, study of settlements, cultural heritage, and regional crafts of different states, rural, semi urban characteristics, allowing them to explore the environment, lifestyle, social and economy.
2. **Construction Site Visits** are organized to acquaint students with building construction practices, site management & construction material usage. Here students learn through observation, engagement and analysis of the practical components and the procedure of designing thereby promoting experiential learning.
3. **Seminars** are a student-centered teaching methodology which can help improve knowledge scores, skill scores, active learning ability, student collaboration, and classroom atmosphere about specific topics. Students develop professional values, knowledge, and abilities.
4. **Workshops** are promoted by the institute with the participation of specialists to provide hands-on experience to the students. Interactive workshops are conducted by an expert involving the in-house faculty and the students. Workshops are a participatory learning methodology in courses.
5. **Webinars** are a good educational tool that enables students to interact face to face through a digital medium in real time. They also allow for immediate interactivity, which is lacking from asynchronous learning.
6. **NPTEL Student Chapter** is established in BVCOA. In-house guidance is provided by enrolling the students and teachers on the NPTEL platform. Students are encouraged to enroll into several architecture related courses as part of Electives.
7. **Publications, In-house newsletters and magazines** are published regularly. These publications feature the works of students, interviews, and showcase their talents. They act as a platform for peer learning and motivation.
8. **Softwares and internet** access in Computer Labs, Projectors in Classrooms, Libsuite software and E-Library are provided to the students for interactive learning in the institute.
9. **Exhibitions** : Students exhibit the best academic works and promote a vertical interaction amongst the students and nourish a healthy competition with enthusiasm to produce the best and grab the opportunity to showcase their creative skills.

Problem solving methodologies is one of the integrated approaches adopted by the syllabus. The Institute encourages curiosity amongst students and aims towards generating rational and solution oriented thinking in them employing task based problem solving methodologies. Online Tests are conducted using Google Forms, Submissions are taken on Google Classroom & MS Teams.

Various ICT tools inculcated in this methodology of teaching learning include:

1. Smartboards: Teachers use Smart Boards for conducting lectures, delivering presentations, conducting webinars, and in-house seminars
2. A/V facilities: Audio Visual facilities in the Seminar hall are available to the students and faculty members for presentations, seminars, workshops, documentary screenings and lectures.
3. E-content & Youtube : Recorded lectures, webinars, presentations, and reference material are shared by the faculty on an online platform.
4. Zoom, Google Meet : Online lectures, seminars, Design discussions and one on one interactions between students and industry experts are performed.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 75.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	50	50	50	50

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

2.4.2

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

Response: 1.05

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Bharati Vidyapeeth College of Architecture, Navi Mumbai (BVCOA) is affiliated to Mumbai University (MU) and follows the curriculum and examination pattern prescribed by them, namely the 2015-17 pattern which is a credit based pattern. BVCOA follows a schedule of continuous internal and external assessment for all the subjects.

Duration of the program

The Bachelors of Architecture degree course is a full time course, comprising ten semesters. Examinations are conducted at the end of each Semester. A candidate will be required to pass all the Ten Semester examinations(5 years; 10 semesters).

Transparency in Assessment

Semester wise performance includes Internal Assessment and End Semester Examination. In studio based courses Continuous Internal Assessment [CIA] is carried out and appropriate weightage is given to each assignment/course project and records are preserved. The methodology of submissions and evaluation is communicated to the students by each subject teacher. The lesson plans, internal marking schedule and design brief of all the subjects are compiled and submitted to the Principal and Academic Monitoring Committee before the commencement of semester.

Internal Assessment and Examinations:

The Exam Department supervisor manages the schedule and all students and faculties are informed of the final schedule. Examinations for Semester I, II, III, IV, V are conducted by colleges affiliated to the University of Mumbai.

At the end of the first stage, Sem VI exams are conducted by University of Mumbai.

The end semester examination is held as per the scheme of the examination and university schedule and the relative weightage for it is 50 percent.

The methodology used to conduct University examinations (Semester-6 & 10) are conducted directly by

the University.

- Students are allowed to raise their grievances through the college only for the Theory paper of University Examination, through online mode as per University guidelines and can call for the photocopy, reevaluation or re-totaling.

If changes after Re-evaluation, University will send the college an updated College Ledger in which detail marks are mentioned.

Grievance Redressal

The interim marks, given according to the marking schedule are displayed to the students regularly. The queries related to the internal marking are discussed by the students in the following lecture with the teacher. Nature of issues normally addressed are related to:-

- Incomplete submissions
- Medical reasons
- Queries regarding marking

The solutions for the above doubts are resolved as time bound extension and in specific cases of any objection, the case is discussed with the Principal.

Methodology followed to handle grievances related to internal examinations:

- Examinations are scheduled as per the Academic Calendar released by Mumbai University.
- Class Incharges communicate about the schedule of marking to the students.
- Paper setting for the examination is done by subject faculty as per the syllabus.
- The faculty does the supervision for ethical practices.
- Subject faculty maintains a record of attendance and mark list.
- Students can register their grievances to the exam department.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Institute defines Course Outcomes following the Blooms Taxonomy for Bachelor of Architecture program, Bachelor of Vocational (Interior Design) program and Master Architecture (Project Management) program as per the credit-based system of University of Mumbai.

The Institute has defined program outcomes and program specific outcomes keeping in mind the larger application of the courses in profession. Various stages needed to study the course are knowledge, problem investigation and analysis, design development, modern tools, society and ethics, environment and sustainability, teamwork, communication, and lifelong learning. Faculties study the University of Mumbai defined syllabus and program outcomes (PO) specified by the Institute for declaring course outcomes (CO).

Program outcomes, Course outcomes and course objectives are displayed on the college website and the same are presented and discussed with the students in every subject of the academic year.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

A well-built methodology has been developed by the Institute to ensure successful attainment of COs (Course Outcomes), POs (Program Outcomes) PSOs (Program Specific Outcomes). The Bachelor of Architecture program, Bachelor of Vocational (Interior Design) program and Master Architecture (Project Management) programs follow the well-developed PO (program outcomes) defined by the Institute and it is followed regularly.

The faculties individually prepared CO, PO and PSO attainment of their allotted subject for the academic year 2022-2023. The logical CO-PO mapping is prepared for each subject in the scale ranging from 1–3(3 – substantial, 2 – Moderate, 1 – Low). The weighted average of CO PO and PSO is calculated and the rounded digit of weighted average is set as target level for the respective COs and POs. Four sample sheets of CO PO for each semester are included under this criteria. The overall summary of PO and PSO attainment is analysed by Principal.

Method of CO attainment

CO attainment is measured in terms of direct and indirect attainment as given below in table. If the Co attainment is below the set target the action plan for improvement of CO in the next academic year is proposed. The average CO for each subject is calculated and used in further PO and PSO attainment. CO attainment is calculated using Direct assessment type that includes following assessment tools such as;

Assessment Type	Assessment Tool	Overall Direct CO Attainment in %(DCO) (0.2*Internals + 0.8*End Exam)
Direct Assessment (DA)	Internal/ Sessional	20%
	Theory paper/End term Exam/ Jury/Viva	80%
Indirect Assessment (IA)	Course End semester feed back	-----
CO Attainment target levels	50 % of students scoring pass marks = Level 1	
	60 % of students scoring pass marks = Level 2	
	70 % of students scoring pass marks = Level 3	

1. Continuous Internal Assessment: This includes one or more following evaluation types. The internal assessment is carried out in accordance with CIA sheets.
 1. Assignments
 2. Guest Lectures
 3. Design problems
 4. Seminar/ Presentation (Individual/ Group)
 5. Graphical assignment
 6. Site visits/ Live case studies
2. End Semester Examination – This includes performance of students in End semester theory examination. The procedure involved in this type is as follows;
 1. Setting of Question paper according to defined COs.
 2. Evaluation of answer sheets and correlating the obtained marks with COs and calculating the CO attainment in the scale of 0-3.

Method of PO & PSO attainment

1. The program outcomes and Program specific outcomes are calculated by using the below formula and the action plan for improvement of PO and PSO is proposed. The summary sheet of overall PO and PSO for semester 1 to semester 10 is prepared for overall analysis. The overall PO PSO attainment for all the semesters is prepared in Excel sheet.
2. $PO = \text{Weighted Average Value of PO} \times \text{Average CO Attainment} / 3$.

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

2.6.3

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

Response: 93.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	125	132	117	70

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	140	141	121	81

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.37</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The institute Bharati Vidyapeeth College Of Architecture Kharghar strives to promote a "research culture"

Name of the Incubation Center - BVCOA's INCUBATION CENTRE.

A co-workspace in the Bharati Vidyapeeth College of Architecture Navi Mumbai is a great facility for start-ups and innovation. The objective of Innovation and Incubation Cell (IIC) is to build the ecosystem for the budding entrepreneur by providing them with a platform to interact, learn and network with a multitude of people which includes investors, venture capitalists, industry experts, and other aspiring entrepreneurs. BVCOA believes in innovation, integrity, inclusiveness, which happens to be the foundation for entrepreneurship. We here aim to inculcate the same among students by conducting various events like lecture series, workshops, and competitions. Students from all branches can work in

collaboration at the Incubation Centre. The primary purpose of the incubation center is to facilitate the creation of ideas and inventions that benefit society and importantly, are commercially ready by the end of the incubation program. The institute has started an Incubation centre in October 2022 after the registration of IIC in September 2022 .

The institute incubation centre has helped a faculty member to revive a startup which has a concept of cycling and creating energy for charging electronic devices in the pre incubation centre which will be then converted to a startup with help of incubation centre pertaining of mentors, Yukti and the will be reached out to Kapila body for financial assistance.

The institute also promotes the prevention of misconduct in research and innovation through the application of software for plagiarism. Moreover, the institute is in process of signing various MOUs with practising professionals, consultants, councillors, corporations, national and international institutions, etc. These collaborations will also help students, faculty, and institutions to have exposure to the current technological advancement in the field of architecture.

The requirements of the incubation centre which are in process are as followed:

1. Assess the market conditions and entrepreneur's requirements.
2. Identify the team.
3. Arrange for resources.
4. Draw out a calendar of activities.
5. Attract, select, retain and manage startups.

Salient features of BVCOA Navi Mumbai Innovation & Incubation Center (BVCOA IIC) Policy

1. The NISP - Innovation and Start-up Policy of BVCOA Navi Mumbai provides detailed guidelines for submitting ideas.
2. Opportunities for regional start-ups, incubation assistance for local entrepreneurs, and active participation in local development.
3. A facility for pre-incubation and incubation is provided to students, employees, and faculty from all disciplines and departments.
4. A staff reward system will be implemented.

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

3.2.2

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	1	1	6	2

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.05

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

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

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

3.3.2

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	4	8	3

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

3.4 Extension Activities

3.4.1

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

Response:

In its continuous effort to contribute towards the welfare of the society, Bharati Vidyapeeth College of Architecture, Navi Mumbai organizes and participates in various extension activities at neighbourhood level every year. All the students, teaching staff, non-teaching staff and locals are encouraged to actively participate in these activities.

As an environmental consciousness program, a tree plantation drive is held every year at both campus and neighbourhood level. The act was carried out unhindered during the tough times of Covid 19 pandemic also when the students had planted saplings at their respective homes and neighbourhoods. Moreover, yoga day was celebrated to help everyone to overcome stress and anxiety caused due to strict lockdown. The institute has also taken initiative to carry out collection drives so as to instill the value of donation (of essential items as well as monetary donation) in the people during times of disasters like Kerala flood and Sangli flood. Such activities also take place every year as donation/collection drives for various NGOs who take care of old age homes, orphanages, etc. In the year 2022, as part of the 75th Independence Day celebration - Azadi Ka Amrit Mahotsav, an entire week was dedicated to many activities wherein tree plantation drive, green protection and adoption drive were some of the main events. City scale marathon was also hosted under Bharathi Vidyapeeth, Navi Mumbai campus which included all BV institutions in the city. BVCOA actively supported and participated in this mega event. In 2019, many activities were hosted at different parts of the city under the "Design Week 19" program. A six-day long program included - LEEWARDIST which focused on sketching, doodling and colouring; Design Jatra, Ceramic and Upcycling which focused on sustainable materials and living; ORIGAMI which focused on paper craft, Local Narratives and Backyard Stories which focused on problems faced by people in the society; etc. Street art, which was another activity of the design week, focused on an awareness program on social issues and the environment. Beautification programs like Scruptures and Mitti-wall art were also carried out at the neighbourhood and city level. Activities like Puppet Show for school students; and Everest cycling culture for youth also took place. Furthermore, BVCOA had joined hands with Anukruti to renovate/redevelop open spaces for eight schools/colleges located in Navi Mumbai. Students have also participated in various activities outside BVCOA. Every year students and staff members have wholeheartedly participated in events like blood donation, a drive organised by Bharati Vidyapeeth Navi Mumbai Campus. Active participation in activities like self defence workshops, eco-friendly Ganpati making workshop, culture promotion programs, etc.

Through these extension activities, students and locals are exposed to various social issues, awareness drives and outreach programs. This helped many participants to attain holistic development in their life.

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

3.4.2

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

Response:

Every year Bharati Vidyapeeth College of Architecture, Navi Mumbai organizes and participates in various extension activities at the neighbourhood level. The institute has also received recognition for two donation drives which were carried out in the academic year 2022-23, for Girija Welfare Association located in Kharghar. The first collection drive was for an old age home where students, teaching staff, non-teaching staff, locals and friends donated basic necessities for their day to day usage. The second donation drive was for an orphanage where clothes, stationary items, snacks, etc. were collected and donated. For both of these, Bharati Vidyapeeth College of Architecture received two appreciation letters from the Association.

Apart from these, various extension activities have been conducted/supported by the institute directly and indirectly. Some such activities include infrastructure support for blood donation drive for multiple academic years, donation drive for Kerala floods with NGO GOONJ, renovation/redevelopment project carried out with ANUKRUTI, eco-friendly Ganpati making workshop with RC NM HILLSIDE, tree plantation drive with NASA(Architecture), and roadside installation for Navi Mumbai Municipal corporation, among others.

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

3.4.3

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

Response: 0

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

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

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

3.5 Collaboration

3.5.1

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

Response: 22

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute plans and ensures adequate availability of physical infrastructure as per the norms of COA and it's always the priority. During the last five years the institute has proposed a post graduate program (Project management) and Bachelors of Vocational (Interior Design) apart from Bachelors of Architecture. It has created new infrastructural facilities and learning resources, which are required for meaningful teaching- learning processes. These facilities include buildings, equipment, hardware and software, ICT infrastructure, library infrastructure advancement. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements which are adequate class rooms, seminar halls, tutorial rooms, laboratories, and sufficient space for hosting all academic and extracurricular activities.

Class Room and Studio Spaces: The institution has sufficient number of well-furnished, well ventilated, spacious classrooms for conducting theory classes and Studio for Studio work Requirement as per Norms of COA. There are 17 Studios, 7 class rooms and 2 lecture halls equipped with LCD projector facility and 2 class rooms with smart boards for interactive learning experience.

Seminar Hall: The institute has a seminar hall with a public addressing system, LCD projector and Wi-Fi facility available for public gathering and student activities. It has 180-200 capacity, so seminars, guest lectures and other industry interaction activities are hosted here.

Laboratories and Construction Yard: The Climate, Material and Environmental labs are well equipped along with all advanced systems of computing to provide students a Hands-on experience. The Construction Yard is placed at the front side and showcases the experimental work done by students.

ERP software is being utilised for efficient management of all processes at the Institution. This facility includes admission of students, attendance record, as well as academic Monitoring etc. Accounts Section and Student Section and all committees utilise ERP software facilities.

The optimum utilisation of infrastructural facilities is ensured by sharing some of the facilities like playgrounds, Staff quarters, hostels, Canteen and Parking etc. These facilities are near the institute in walking distance inside a gated community of campus. The institute has a Table-Tennis table and all kits of Cricket, Football, and Badminton.

The institute has Girls and Boys hostel including all the safety and Security norms and good facilities. The campus has two Canteens with a capacity of more than 50 people. Equipped Playground and planned parking are within campus and added facilities like staff quarters are also provided.

The institute has outdoor activity areas like student sit outs and planned landscape for various events at the front. The internal courtyard is used for various cultural events and workshops which have stepped seating with a stage on one side.

The campus in a way provides all the basic amenities for students within a radius of 500M.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 25.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
61.21	101.35	32.45	31.62	42.02

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:**Library is automated using integrated library management system (ILMS)**

Library is automated and bar-coding of all books is done, as well as the institute has E-journal subscription for faculty and students benefits. The library information is accessed digitally and issuing of books is also done digitally. The library has daylight and a naturally ventilated book stacking area and reading hall. The reading area has 50 -70 seating capacity for UG and 20 to 30 capacity for PG students. The reading rooms are well furnished to provide relaxed reading. The ambience in the libraries is such that students enjoy using facilities of the reading room for learning. The postgraduate library is separated from the undergraduate library. There are more than 10000 books including UG and PG. The library also has undergraduate student's black books stacking which provides access to all students for reference. The library slots are added in the timetable to give more access to students. The library has student and faculty login registers for data management and analysing the footfall of users in the library. The library provides digital access to students through E-journals and online books.

In addition, it has a library advisory committee. The time to time meetings of the committee are conducted for quality assurance of the library. The library is computerised and students and faculty have open access. The feedback from the students on the overall functioning of the library is obtained annually and analysed and, outcome is placed before the library advisory committee.

A significant initiative taken by the committee is to frame a library policy to set the procedures for the procurement of new books based on the curricular requirements, number of copies of textbooks and reference books to be procured, the number of books to be issued to students and faculty, the working hours of the libraries during regular teaching period, extension of working hours during examination period and during vacation. The committee oversees distribution of library budgets among various libraries as well as the automation of libraries. It identifies innovations and best practices for implementation of library operations. It ensures library committees are constituted and help in enrichment of libraries.

The significant initiatives taken includes -

- Formulation of procedures to transform libraries into 'happening places' and to make functions of the library user friendly
- Automation of library administration and services
- Providing open access to all students and faculty
- Access to web resources, inter- library loan and reprographic facilities.
- Display of new arrivals.

In all, the better learning environment at the library gives scope for better knowledge transfer and quality improvement within the students, which is practised at our institute as a mandate.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institute is aware of the critical role of Information and Communication Technology (ICT) in education, as it is the present need of the era. The institute has provided the latest IT infrastructure facilities to its faculty and students to enhance teaching and learning processes.

Institute has an ERP system for digitization of all administrative records and to create easy access to the data. This helps to make the office paperless and improve durability of records.

During COVID institute has upgraded its IT facility by providing Microsoft Teams as an online platform for virtual classes and all the communication was through this platform with respect to conducting classes, Assignment evaluation, Conduction of Exam and Evaluation of Papers. The internet and Wi-Fi connectivity were upgraded to meet the requirements of virtual classrooms and video conferencing.

Smartboards are further added to promote interactive teaching learning processes. The students are also exposed to digitised media to the maximum extent by allowing them to present their assignment by E-media. The institute already has access to E-journals and online learning resources like NPTEL and MOOCs. e-Library environment. This extends knowledge to a wide range of information.

The IT facilities further facilitate individual faculty with personal computers with latest configurations, access to digital databases and anti-plagiarism software. The ERP based attendance management system has been deployed. It is used to monitor attendance of students and number of sessions conducted by the teachers. It further plays a role in evaluation of students with respect to its performance.

The climate and environment labs are furnished with all digital recording instruments for computation of climate, which helps the students to get access to the live analysis of the condition. The classrooms are equipped with multimedia PC's, LCD or smart boards to undertake virtual classes and give access to E-Resources. Seminar hall is equipped with an IT facility like LCD and public address system to conduct seminars for large groups.

The computer labs have advanced PC's with all softwares to support the course content and promote digital assistance. It has the facility to record lectures and create E-content.

The institute has IT policy which is governed by IT committee and regular meetings are conducted to promote upgradation of IT facilities and promote E-Environment within the institute. The committee makes sufficient budgetary provision to purchase new IT infrastructure, upgrade existing one and their maintenance. The internet facility and bandwidth also gets upgraded from time to time to run the digital resources.

The institute encourages teachers and students to participate in the development program arranged for promotion of the digital environment.

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

4.3.2

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

Response: 5.13

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

Response: 123

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 9.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.06	17.28	12.67	29.44	14.64

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 29.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
221	192	189	178	154

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0

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

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

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 31.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	57	20	14	12

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	125	132	117	70

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

5.2.2

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

Response: 10.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	14	6	6

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	3	4

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 28.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	43	0	58	11

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

5.4 Alumni Engagement

<p>5.4.1</p> <p>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</p> <p>Response:</p> <p>The institute is in the process of registering the alumni association.</p>	
File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

To have a transformation impact for the society through dynamic education - Research, innovation and Entrepreneurship.

Mission

- To provide an inclusive border less access to higher education and vocational education based on merit.
- To offer professional and vocational education programs to meet the changing and diverse needs of society in a global context.
- To promote student-centric approach, encourage progressive thinking and foster an environment that allows students to reach their full potential.
- To promote innovative quality research in diverse areas of development and engage in application of knowledge for community development.
- To promote extensive use of Information and Communication technology for enrichment of teaching learning and effective governance.
- To keep focus on quality aspects of the academic, administrative processes and various activities.
- To adapt to the latest technologies and modern approaches to teaching and learning.
- To develop international and national potential knowledge partnerships.
- To promote sustainable practices and collaborate with industry partners to maintain professional standards.

BVCOA College of Architecture, Navi Mumbai is imparting education on design and technology with advancement in today's era. Education is promoting sustainability goals of the building industry and commitment to the professional field.

Institute have been imparting architectural education for the last 30 years keeping with the current trends and practices of the industry. BVCOA College of Architecture, Navi Mumbai strives to upkeep the Indian design ethos, which is regionally sensitive, climatologically appropriate and culturally meaningful. As a team, we are dedicated to the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for the participatory process.

The Parent Organization, or "Bharati Vidyapeeth Pune," serves as the Apex Governing Body for the Institute. The institute is headed by the Principal, Local Management Committee (LMC), Academic Development Committee (ADC)/Internal Quality Assurance Cell (IQAC), and Registrar. These individuals are all involved in establishing and achieving a high academic standard. By giving the Principal, IQAC Coordinator, and Registrar specific duties, the Institute's decentralized governance is carried out through its organizational framework. For academic and co-curricular activities, multiple have been formed to ensure efficient and open administration. According to each member's interests and initiative, the committees assist the principal and are formed of a chairman and members. Through the course, the Committees actively engage in planning and functioning of their respective activities.

For day-to-day conduct, the institute abides by the Parent Organization's policies. It also reviews policies in accordance with the Institute's needs and obtains approval from the Parent Organization's Governing body.

The Standard Operating Procedures for all the Committees and the Roles & Responsibilities of Teaching and Non-Teaching Staff are prepared by IQAC (previously AMC). The Institute strives to implement the Perspective and Strategic Plan, which is prepared every five years. The structure and specifics planned for development within the prospective plan allow the institute to fulfill its vision and mission. The institute promotes diversity in technology, humanity, the environment, research, and industry, which creates opportunities to enhance and strengthen academic excellence.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Bharati Vidyapeeth's College of Architecture (BVCOA), Navi Mumbai was established in 1992. The college was functional in the shared premises at Belapur campus of Bharati Vidyapeeth. For the

degree courses, our college is affiliated to the University of Mumbai and is approved by the Council of Architecture (COA). The courses offered under the umbrella of B.V.C.O.A are 5 years degree courses - B.Arch (Bachelor of Architecture), with intake capacity of 120 students, B.Voc I.D. with the intake capacity of 60 students which is a 3-year full time degree course.

Our perspective/ strategic plan includes following stages:

Administrative and organizational structure.

Institute is headed by parent body of Bharati Vidyapeeth University, Pune and BVCOA is affiliated to university of Mumbai. Aligning with national educational program 2020 and creating capabilities and strategy for autonomous structure of administration in organization.

Academic development

To implement the academic Syllabus as recommended by COA. The integrate and to increase society's need based projects into the curriculum with strengthen the multidisciplinary approach within the institute.

Quality improvement

Training of teachers about emerging trends in the profession. Promoting faculties for FDP and workshops. Encourage Research, publication, and paper presentation. Development of academic facilities - Advance Software.

Exam and assessment

Timely conduct of examinations within the institute as per university guideline. Formulate case base examination patterns and analytical pattern of assessment. Which helps to conduct Practice Tests, Tutorials etc.

Stakeholder engagement

Developing system for getting Feedback from students, faculty, staff, Alumni, parent / from the industry. Data analysis and incorporation in curriculum development in the Teaching-Learning process.

Information and communication technology

Online resources and e-services for all teachers and students. Digitalization of working environment.

Infrastructure development

Upgrading and developing Library, Computer Laboratory, Material Testing Laboratories and Workshop. Improving the surveillance infrastructure in the building and campus. Developing smart classrooms.

Alumni relations

Establishing and developing Alumni Cell. Knowledge exchange between current and alumni students.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Seminar was Organizing on the "Introduction of IGBC and Recent Developments" is a great way to raise

awareness about the Indian Green Building Council (IGBC) and its efforts to promote sustainability in the construction and real estate industry among the faculty. The outline of the seminar content introduction, understanding IGBC, green building certification, recent development in IGBC, impact, role of stakeholder, challenges and future aspect and conclude with the overall understanding of the topic.

Seminar was Organizing on time management can be highly beneficial for individuals seeking to enhance their productivity and efficiency. The outline of the seminar content introduction, understanding of time management, principals of time management, tools and technique of time management, overcoming time wasters, prioritization and decision making, time management in professional life, tools for self-assessment, etc. The seminar concludes with a healthy discussion among the speaker and all the faculties.

Seminar was Organizing on the Energy Conservation Building Code (ECBC) is an excellent way to raise awareness and promote energy-efficient building practices. The outline of the seminar content introduction, understanding, ECBC framework, ECBC implementation and enforcement, technology and innovation, ECBC and green building certification. The seminar concludes with the overall understanding of the topic.

Teacher’s day is celebrated at both campus level as well as Institutional level. Students celebrate their bonds and accord with teachers and they have some interesting gestures to express their feelings.

Bvcoa has collectively taken a good effort toward the knowledge and physical development of the faculty through various seminar and workshop.

Faculty development programme is conducted to improve faculty development and to improve the faculty’s knowledge in their subjects and Interdisciplinary knowledge so that they are connected to several social and professional aspects, also this has to upgrade and update their knowledge continuously , they also interact faculties of other institute and knowledge sharing is encourage. All this initiative bring back more knowledge and expertise to the classroom and also faculties get to learn more diverse perspective and their abilities are enhance from time to time.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 20.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	7	5	6	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute carries out the Internal & External Audit regularly. The Audit of the Institute is carried out by V.A. Dudhedia & Co. Firms are having remarkably excellent services in the audit work. These firms are very well renowned in the market. As a part of audit process like (Admission, Payroll, Procurement, Fixed Asset Management & Financial Accounting, and Revenue Recognition & Statutory Compliance) on yearly basis. The coverage on the critical process is mentioned below. Admission – Verification of Application process, short listing of candidates, scholarship details and student’s admission. Payroll processing, performance appraisal for both teaching and non-teaching staff & full and final settlements. Procurement Review of operating expenses, vendor identification and selection process, Purchase order processing, Goods receipt and invoice verification.

Financial Accounting Review of accounts payable, accounts receivable, general ledger, cash and bank balances, and financial statements of year end closure. Revenue Recognition – Verification of fees receipts and checking of collection of fees which includes (Tuition fee, Transport, Exam fee, other miscellaneous incomes). Statutory Compliance –Review of Provident fund remittances, Employees state insurance remittance, Goods and services tax returns, Health and safety norms and Contract labor rules, Income tax payments, Personal loan and other applicable acts. The Statutory Audit reviews and vouches the entries like (Receipts, Bill payments, Cash entries, Journals etc) of the institute for the financial year. The statutory audit will review in depth all the Incomes and the expenditures of the institute to ascertain that they are as per the standard accounting policies. The statutory audit will review the

financial position of the institute and recommend how to effectively optimize any further additional liabilities to the institute.

The financial audit report of the institute is prepared and submitted on time with the income tax department every year within the stipulated filing date. Internal Audit is to review the process of the financial systems which are as per norms and if there are any deviations in the current process they will provide us the solutions to improve the current systems. The internal audit also recommends enhancing the current systems policy with the present leading best practices among the 'education intuitions'. The mechanism of conducting statutory audits is to review the overall financial aspects of the institute to ensure the correctness of the financial statements of the institute and it is in line with the standard accounting policies.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

There was an Administrative and Academic Monitoring Committee (AAMC) to monitor the academic activities and innovative teaching approaches. Now the Internal Quality Assurance Cell was formed by the institute in 2020-21. Under the IQAC, the institute tends to initiate different academic activities and integrative teaching-learning approaches throughout all the semesters of a five-year B.Arch. degree program. The practice of integrative teaching-learning approaches was strengthened, and enriched by 'Teacher's Training Program' - "**Effective Teaching Methodology in Architecture**" organized by the Oxford School of Architecture, Bangalore with the Council of Architecture – Training and Research Cell, Bhopal (CoA – TRC) in the Academic Year 2022-23. Integration of two or more subjects to make students understand the whole concept is one of the innovative and effective teaching methodologies. As architecture is a field where one has to inculcate and apply knowledge from various allied fields, the institute has been practicing the integration of design-allied subjects to make students equipped with the technicalities and execution processes of design.

The year 2020-21 and 2021-22 were difficult times to conduct online classes amidst the pandemic, especially for the field of architecture where everything is experiential and experimental. In spite of such inconvenient modes of teaching-learning, several online lectures were conducted in order to give the maximum possible knowledge from the technical fields. In the first year of B.Arch. The concept of space

is explained to students through various historic aspects and humanities related to the evolution of human beings and space as well. To transfer the concepts and 2-Dimensional ideas into 3-dimensional reality, the subject of basic design is integrated with model-making and workshops where students undergo various skills related to paper cutting and making platonic solids. The exposure to a variety of materials used in architectural models is also given to students through this exercise. In the year 2021-22, which was a new start to the offline mode of teaching-learning after the pandemic, the institute practiced new approaches to strengthen the student's knowledge and perspective. Technical subjects like the Theory of Structures (ToS), Building Construction, and Building Services are most crucial for the execution of the design. Thus, from the 3rd year (Sem III & Sem IV), students are required to apply the knowledge from these subjects to their design. For the final year thesis project, students are required to submit and explain all building services details with calculations, sustainable design strategies, landscape details, construction techniques, and structural systems involved and applied along with the design. Also, to provide authentic practical knowledge in the field, various visiting faculties are invited to facilitate and guide the students of the 4th and 5th year (Sem VII-Sem X), as these 2 years belong to the application of the knowledge they gained in previous years.

The institution was established with the intent of social transformation and IQAC with its purpose has given the required impetus to the working dynamics of the college.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

While striving for social transformation through dynamic education, BVCOA Navi Mumbai, takes great efforts to maintain and enhance the sense of gender equity within the college campus. While heading towards socially as well as culturally sustainable society, it is considered utmost important by the institute that the work- study environment should be felt safe and assuring for women, as an important step.

To maintain such a promising environment for women, various safety measures such as provision of CCTVs, Security posts are provided within the campus, that makes easy and safe for the employees as well as female students to move around within the campus. Also, the hostel facility provided for girl students within the campus has entry/ exit/ stepping out records keeping mechanism. Various seminars/ lectures of experts are arranged to sensitize students as well as faculty-staff regarding gender equity.

Safety and Security within the institution

- The institute is very much vigilant about the safety and security inside the campus. The campus is guarded with compound wall and fencing from all sides.
- The entrance gates are with security cabin and a watchman in shifts. This allows effective surveillance of entry and exit of staff, students, and outsiders in the campus.
- There are CCTV cameras in the Institute for a better security, which cover all passages, classrooms, studios and common areas like library and computer room etc.
- The Institute has girl's hostel facility with specially appointed watchman, an effective monitoring through permission system for girl's safety is achieved.
- The institute has an internal complaint committee as well as grievance cell to make sure any concerns related to girl students.

Multilayered initiatives being taken in the Institute towards gender sensitisation.

- On various occasions such as Women's Day, interactive sessions/ seminars are arranged to convey the need of being sensitive towards the subject.

- Workshops are conducted for girl students to make them acquainted with the self-defence techniques.
- Curriculum is so designed that the design problems dealt by students emphasize the sensitization of society towards the equal social status of women through design interventions. Also, students of final year are encouraged to emphasise the thesis dissertation topics focusing on gender equity in society.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**

3.Clean and green campus initiatives**4.Beyond the campus environmental promotion activities****Response:** D. Any 1 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

BVCOA, Navi Mumbai, with the vision of social transformation through dynamic education, strives to inculcate a healthy and warm approach in the students and faculties that fosters inclusive study-work environment for all.

In admission process, the institute follows reservation policy as per guidelines of the state government. Thus, students belonging to various regional, religious, cultural, linguistic and socio-economic background are enrolled to the institute. This ensures an inclusive approach for harmonious work- study environment.

Efforts are made to maintain and enhance the sense of inclusivity in everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Here in the institute, students from various regional, financial, and social backgrounds are studying with great harmony.

The students and faculties as well participate in different sports and cultural activities organized every year that helps to keep the spirit of togetherness nurtured within the campus. The various festivals that are celebrated as part of cultural activities helps to sensitise the students towards

different religions and sociocultural gestures. The celebrations acquaint students with various lifestyles and cultural considerations.

The institute takes efforts to incorporate the design problems addressing stakeholders of various regional, social, economic, and cultural backgrounds. Students are being given an exposure through curriculum that sensitises them towards different societies/ communities. Students of final year are encouraged to choose their thesis dissertation topics that would emphasise the communal/ social harmony.

Also, the platforms such as grievances redressal cell, internal complaint committee are operative with an approach that is unbiased of religion/ community/ language/ region which plays an active role in assuring all the students of different backgrounds a safe and healthy campus life.

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

7.2 Best Practices

7.2.1

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

Response:

Bharati Vidyapeeth's College of Architecture (BVCOA) plays a crucial role in shaping the future of the architectural profession by nurturing young talent. The institution places a strong emphasis on its Social Outreach and best practices to promote student development, with collaboration and social outreach as key pillars.

Social Outreach: Bridging Architecture and the Community

Social outreach programs serve as a powerful avenue through which BVCOA positively impacts society and enriches students' education with practical experiences:

Community Design Projects: Students participate in projects addressing real community needs, fostering a sense of social responsibility. One notable endeavour involved students visiting a tribal settlement in Jawahar, where they proposed the creation of a tribal centre, showcasing BVCOA's commitment to community-driven design.

Sustainable Architecture Initiatives: BVCOA champions sustainable practices, encouraging students to prioritize environmental conservation and energy efficiency in their projects. Sustainability is a core aspect of every project taken on by the Institute, whether at the student or

institutional level.

Collaborative Workshops and Seminars: BVCOA organizes events that unite students, faculty, and community members to brainstorm solutions to local architectural challenges. For instance, the video documentation of the Hampi settlement aimed to bridge the gap between various educational institutions, fostering collaboration and knowledge sharing.

Public Art Installations: Students are encouraged to create public art installations that enhance urban spaces and instill a sense of community pride. One noteworthy project involved redesigning open spaces for school children, instilling a sense of social responsibility among students.

Collaboration: Collaboration is central to BVCOA's approach:

Collaboration is a cornerstone of architectural practice, and BVCOA places a high priority on it within its programs and practices:

Interdisciplinary Collaboration: Students collaborate with other disciplines, gaining a holistic understanding of complex architectural projects. The Scripture project, for instance, demonstrates the power of bringing together experts to collect, design, and execute scrap sculptures.

Industry Partnerships: Partnerships with architectural firms and industry stakeholders provide real-world experience and job opportunities. Collaborating with architect Sonal Ambe on Investigative Biomimicry connected design studios with real-world inspiration.

Peer Learning: BVCOA fosters peer learning and teamwork among students, promoting idea exchange and skill development. The Bundi visit and documentation facilitated the exchange of ideas among students of various years.

Global Connections: BVCOA facilitates international exchanges to provide students with a global perspective. Collaborative workshops, such as the Indo-French-Korean International field workshop in Seoul, enrich students with international experiences.

Alumni Engagement: Alumni serve as mentors, offering industry insights and networking opportunities. The Alumni department works closely with the Institute to create a symbiotic relationship between alumni and students.

In conclusion, BVCOA's commitment to collaboration and social outreach, along with its core values, shapes a well-rounded education. This approach equips students to be technically proficient architects who are socially responsible and capable of addressing complex challenges in the built environment, contributing to the betterment of society through architecture.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

In accordance with the criteria outlined in Section 7.3, which pertains to the uniqueness and distinctiveness of our institute, we have conducted a thorough assessment and have identified several activities that closely align with our potential areas of focus. These activities have been recognized for their significant value, offering substantial benefits to both our student body and faculty members. The BVCOA institution has consistently emphasized its commitment to affiliation and advancement, with a particular emphasis on fostering diversity and contributing to social progress. After extensive deliberation and in-depth discussions, we have reached a profound realization regarding a specific domain within which our active engagement has remained unwavering, undeterred by geographical distances and other challenges.

This particular domain has made substantial contributions to the overall progress of our students, faculty, and the institution as a cohesive entity. This domain, none other than the Indo-French Workshops (IFW), has played a pivotal role in the establishment of the International Collaborative Studio (ICS) in France. Our partnership with Ensapl, Paris, and Ensa, Toulouse, traces its roots back to 2009, but it was formally solidified into a 'Memorandum of Understanding' with Ensapl, Paris during the 2014-15 period. This collaboration has yielded significant academic endeavors rich with promising potential.

The Indo-French Workshops (IFW) initially embarked on a mission focused on community development and documentation, striving to provide participants with a comprehensive understanding of the multifaceted factors influencing the built environment. Several key objectives have emerged from this workshop:

- **Developing Cross-Cultural Understanding:** A primary goal of international collaborative workshops is to nurture cross-cultural understanding and dialogue among participants hailing from diverse countries and cultural backgrounds. This facilitates a deeper appreciation of the unique challenges and opportunities associated with distinct built environments.
- **Sharing Best Practices and Knowledge:** International collaborative workshops serve as a platform for the exchange of best practices and knowledge concerning community development and documentation. Participants have the opportunity to learn about innovative design techniques, sustainable construction practices, and effective community engagement strategies from experts and their peers.
- **Hands-On Learning:** These workshops typically employ a hands-on learning approach, allowing participants to engage with real-world projects in collaboration with fellow students and professionals. This experiential approach helps participants develop practical skills and gain

invaluable experience in teamwork and the management of complex projects.

- **Building Networks and Partnerships:** Collaborative workshops create a conducive environment for participants to establish networks and partnerships with professionals and peers from various countries and cultural backgrounds. This networking can lead to future collaborative opportunities, job prospects, and the initiation of new research projects.

In summary, the BVCOA's steadfast involvement in Indo-French Workshops and the subsequent establishment of the International Collaborative Studio underscore the institution's commitment to academic enrichment, cultural exchange, and the advancement of knowledge in the realm of community development and documentation. These initiatives not only align with the institute's distinctiveness but also offer tangible benefits to its stakeholders, contributing to its reputation as a dynamic and globally engaged educational institution.

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

5. CONCLUSION

Additional Information :

Bharati Vidyapeeth is an institution with its distinct ideology of quality education accessible to the students coming from different regions and different strata at affordable fees. Bharati Vidyapeeth conducts more than 156 educational institutions of various faculties right from pre-primary schools to post graduation and a multi-disciplinary university (BVDU). Thus, Bharati Vidyapeeth is perhaps one of the first largest multi-disciplinary and multi-campus Universities. Bharati Vidyapeeth is a large organization having more than 10,000 employees both teaching and non-teaching on its roll. Bharati Vidyapeeth is operating various welfare schemes for its employees, prominent among them are:

Staff Welfare Fund

This fund is created with a view to provide financial assistance to the employees in emergency situations. The Management's share is equal to the amount collected from the employees for this fund every year

Staff Health Scheme

Under this scheme, health related services are provided to the employees free of cost in all the Hospitals, run under the auspices of Bharati Vidyapeeth. They include investigations, hospitalization, surgery and the like.

Concessions in Fees

A large number of poor and deserving students are given annually sizable concessions in fees.

Concluding Remarks :

BVCOA is acutely aware of the dynamic essence of its vision and mission, recognizing the imperative to align them with the ever-evolving times. In response, BVCOA is actively engaged in robust preparations for the implementation of NEP 2020. This policy underscores the significance of a multidisciplinary approach, aiming to enrich students' comprehension of their chosen fields while fostering an appreciation for a diverse range of knowledge systems.

The inherently multidisciplinary character across various campuses of Bharati Vidyapeeth encourages the vibrant exchange of knowledge, collaborative activities, and the seamless sharing of facilities among different disciplines. An urgent need arises in the form of adapting pedagogical methods to seamlessly integrate dynamic digital platforms, a demand that BVCOA consistently addresses. This commitment ensures that both the faculty and students can harness the advantages of this interface effectively. While maintaining a strong commitment to academic excellence, the institution is equally dedicated to nurturing responsible and socially aware citizens.

NEP 2020 notably emphasizes the promotion of India's rich tapestry of cultures and languages. This pursuit also underscores an enhanced recognition of cultural heritage, heightened sensitivity towards marginalized communities, and sincere efforts to bridge societal gaps. Concomitantly, there is a steadfast

emphasis on innovation and research, coupled with the development of both concrete and soft skills. Similar attention is given to physical well-being, mental equilibrium, and emotional balance.

With an unwavering dedication to providing unparalleled quality in higher education, BVCOA resolutely continues its journey along the path of excellence

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>37</td> <td>39</td> <td>38</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>37</td> <td>45</td> <td>38</td> <td>44</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	47	37	39	38	44	2022-23	2021-22	2020-21	2019-20	2018-19	48	37	45	38	44	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
47	37	39	38	44																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
48	37	45	38	44																											
2022-23	2021-22	2020-21	2019-20	2018-19																											

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>631</td> <td>629</td> <td>660</td> <td>618</td> <td>598</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>631</td> <td>629</td> <td>660</td> <td>618</td> <td>598</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	631	629	660	618	598	2022-23	2021-22	2020-21	2019-20	2018-19	631	629	660	618	598
2022-23	2021-22	2020-21	2019-20	2018-19																	
631	629	660	618	598																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
631	629	660	618	598																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>278</td> <td>189</td> <td>187</td> <td>189</td> <td>204</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	278	189	187	189	204	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
278	189	187	189	204																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

278.269	188.639	187.329	188.541	204.072
---------	---------	---------	---------	---------