



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SMT. K.L. TIWARI COLLEGE OF ARCHITECTURE**

**SURVEY NO. 268/1 AND 268/2, SHREE L.R. TIWARI EDUCATIONAL CAMPUS,  
MIRA ROAD (EAST), DISTRICT -THANE, MAHARASHTRA - 401 105.**

**401105**

**[www.sklca.in](http://www.sklca.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### Introduction

Smt. K. L. Tiwari College of Architecture in Mira Road was established in 2016. It got its permission from the Government of Maharashtra vide permission no Shashan order No. TEM-2016/P.K.355/ Tashi-4 dated 3rd September 2016. The College functions under the aegis of the University of Mumbai with affiliation No. Aff/ICD/2016-17/1300 dated 7th October 2016, college code as 1068, AISHE Code: C-55804 and DTE Code: AR3484, Approved by Council of Architecture COA: MH94. The College is being recognized under section 2(f) of the UGC Act, 1956, and ISO certified 9001:2015. The college aims to develop a confident and educated youth of India and to create valuable human assets for the nation. The College offers UG traditional besides Professional courses namely, Bachelor of Architecture the College has a massive campus with a magnificent building and cutting-edge facilities.

### Vision

*To be an internationally acclaimed institute for nurturing creative talent in the domain of architecture.*

### Mission

*"To transform young aspiring students in to skilled, environment sensitive and responsible humanitarians who are motivated towards betterment of the society."*

### GOALS:

#### STAGE – 1: (First to Third Year)

The aim is to make the students self-aware, sensitize them to the profession as an architect and imbibe humanitarian & environmental values that benefit the society at large.

##### 1. Academic:

- To evolve and improve a holistic teaching-learning pedagogy for integrating subjects in order to understand the fundamentals and basic concepts clearly.
- To upgrade the faculties and equip students through tools of Research & Development, FDP's, Skill development programs and Practical exposures.

##### 2. Social Goals:

- To make students realize their role as a humanitarian towards the benefit of the society at large.
- To keep faculty and students updated with the current social concerns and the solutions given.

### 3. Self-Awareness Goals:

- The educational challenge is to motivate and inspire the students by making them realize their own potential and capacities in their educational journey. The initial three years are the most crucial years to map strategic initiatives for this goal of educational philosophy.
- To develop a sense of Critical Thinking through experiential learning strategies implementing Bloom's Taxonomy.

### STAGE – 2: (Fourth & Fifth Year)

The aim of stage 2 is to holistically learn the advanced studies and apply solutions through the gained perspective of Stage-1

#### 1. Academic:

- Practical application of advanced learnings to be developed through conscious interventions of their impact on the overall environment.
- Focus on implementing the solutions and learning by doing in order to understand the complexity of subjects.

#### 2. Social Goals:

- To undertake one live project in the surrounding area and provide strategic holistic solutions by addressing the concern under the allied subjects/ Electives.

#### 3. Self- Enhancement goals:

- Counselling and awareness sessions specifically related to the student's passions and capacities. Involving students with change makers of the society and eventually prepare them to find their passion which shall help them find their way for choosing future prospects under Internships, Job or PG programs.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

#### 1. Institutional strength

- **Holistic Development:** The curriculum aligns with NEP 2020, incorporating multidisciplinary and experiential learning, with a focus on technology, sustainability, and design thinking. Hands-on workshops enhance professional skills, creativity, and communication abilities.
- **Infrastructure:** The college offers a spacious, well-maintained campus prioritizing cleanliness and comfort, with dedicated indoor & outdoor spaces and common areas that support students' needs.
- **Inclusive Environment and Gender Equity:** The college promotes gender equity, equal opportunity policies, and supports students from diverse backgrounds. It provides mentoring, psycho-social counselling, and gender awareness activities, ensuring comprehensive support for all students.
- **Student strength:** The strength of each batch not maximising more than 40 students makes it a strength

for the educators to keep record of every student's performance and also pay detailed attention as well.

- **Regular Feedback Collection:** The institution has established mechanisms for collecting feedback from students, faculty, and stakeholders for improvement in performance.
- **A strong collaborative** of students, faculty, professionals and allied experts have been the strength of SKLTCOA to successfully venture into varied areas of holistic learning.

## Institutional Weakness

### 1. Institutional weakness

- **Location:** The institution being in the outskirts from the main city in the initial three years, made commutation a bit of hassle for faculties as well students. Late waiting hours in college was also a concern.
- Being the first year of inception, peer learning with seniors was falling short.
- Students were from varied diverse backgrounds and teaching with minimum faculty strength in its first year was a challenge.

## Institutional Opportunity

### 1. Institutional opportunity

These drawbacks inturn led to an urgent decision in building the pool of resources with professional firms, exploring learning participatory initiatives with locals, creating an ecosystem of belongingness to overcome the shortcomings in the initail two years of inception. This further led to a plethora of opportunities in the rural sector as follows:

- **Skill based learning:** Hands-on learning workshops, seminars and various activities that were carried out in collaboration with Architecture firms, helped students to recognise their interest and field of expertise for their future practice. This opened up various opportunities for students in their professional fields.
- Documenting heritage structures and rural village upliftment initiatives were easily available and we took the availble opportunity to our benefit.
- **Resources:** The resource pool was robust in two years and outreach programs, competitions, participatory learnings becam a boon.
- **Flexible student and staff committees:** The college has systematic hierarchical responsibilities within management, Principal, Teaching and non-teaching staff and students. Different student committees, cultural, sports, literary committee, NASA, etc are formed comprising a group of students and one coordinating faculty which can eventually lead to smoother functioning.
- **Alumni engagement:** By now, SKLTCOA has its strong alumni base to add up to the growth in innovation, incubation and peer learning strategies. Maintaining a comprehensive alumni database and utilizing effective communication channels, Smt. K.L. Tiwari College of Architecture can cultivate strong relationships with its alumni, recognizing and celebrating their contributions through awards and honours, thereby encouraging continued involvement and support. This collaboration not only benefits the institution but also strengthens the sense of community and pride among alumni.

## Institutional Challenge

### 1. Institutional challenge

- **Challenges during Covid:** Due to the online mode of education, working together as a team with parents/faculties making it difficult to work in collaborations. Also, monitoring every student's performance was a challenge.
- **Career options:** It was a challenge finding a passionate career because of architecture being a multi-disciplinary field. Thus, the need was in creating consciousness and self awareness within students to realise their own capacities and passions in a particular arena for professional field.
- **Internship challenges:** Critical conscious immersive initiative of SKLTCOA, which looked at bridging the gap between academia - industry and also hand holding the student to find their passionate career or internship area helped immensely to overcome the challenge.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Smt. K.L. Tiwari College of Architecture (SKLTCOA), affiliated with the University of Mumbai, is dedicated to implementing Outcome-Based Education (OBE). While following the University of Mumbai's academic syllabus, the college has developed its own comprehensive guidelines through the Internal Quality Assurance Cell (IQAC). The HR Policy Manual, serving as an Academic and Administrative guide, ensures effective curriculum planning, delivery, and continuous assessment, embodying the Plan-Do-Check-Act (PDCA) cycle for systematic improvement. This structured approach aligns with the standards of accreditation bodies like the Council of Architecture (COA) and the National Assessment and Accreditation Council (NAAC). Before each academic year, the college prepares an Academic Calendar, aligns faculty assignments with their expertise, and organizes lectures, workshops, and site visits by guest faculty. The curriculum is further enhanced through Memorandums of Understanding (MoUs) with industry partners. The college encourages interactive teaching methods, including group assignments, peer presentations, and case studies. Students engage with selected videos and documentaries, while regular tutorials track their progress, offering remedial classes as needed. SKLTCOA also provides a rich array of learning resources, including a well-equipped library and the "RU-BA-RU" platform for seminars and interactive sessions. The Mentor-Mentee system, regular communication with parents, and Faculty Development Programs (FDPs) ensure continuous support and improvement in teaching methods and infrastructure, reinforcing SKLTCOA's reputation as a leading institution in architectural education. Each department meticulously records students' attendance, grades, and academic progress, fostering an environment of continuous learning and excellence.

### Teaching-learning and Evaluation

At Smt. K.L. Tiwari College of Architecture, the teaching and learning evaluation process is designed to ensure that students achieve the desired educational outcomes effectively. Faculty members develop objective-driven course schedules at the beginning of each semester, clearly outlining the learning goals and expected competencies. In the institution, teaching and learning techniques are meticulously designed to ensure students

achieve the highest levels of academic and practical proficiency. The institution's vision and mission focus on developing responsible architects who can contribute positively to society through sustainable and innovative design solutions. The institution follows the diligent teaching principles outlined in the policy manual and aligns with COA, NAAC and CDC requirements. This provides clear objectives and strategies for effective administration. Education in SKLTCOA inputs human values into students that are woven into the curriculum through courses that emphasize empathy, compassion, and social responsibility. Students learn about the impact of architecture on communities and the importance of designing with a human-centric approach. Smt. K.L. Tiwari College of Architecture ensures that its graduates are well-equipped to navigate the complex challenges of the modern globe. This comprehensive approach not only enhances students' technical skills but also imbues a deep sense of social responsibility, respect and ethical consciousness. Regular assessments, including workshops, case studies, and practical assignments, are conducted to monitor student progress and understanding. Feedback is gathered from students through formal and informal channels to continually refine teaching strategies and address any academic challenges.

### **Research, Innovations and Extension**

The opportunities are endless at Smt. K.L. Tiwari College of Architecture to foster an innovative ecosystem via various projects that will take the students from theoretical learning to practical applications creating dynamic and multifaceted architects. SKLTCOA's diverse resource mobilization initiatives support a vibrant research culture that aligns with industry needs, creating valuable opportunities for student placements and internships. The integration of financial strategies and resource mobilization highlights our commitment to providing a dynamic learning environment. Additionally, the institution places a strong hold on subjects like Humanities, integrating them into their daily academic syllabus to foster a holistic educational experience. The incubation centre at the institution serves as a catalyst for innovation and entrepreneurship, providing a supportive environment for students to develop and refine their ideas. Integral to this ecosystem is the IPR (Intellectual Property Rights) cell, which educates and assists students in protecting their creative works and innovations. Committed to innovation, the curriculum empowers students with necessary knowledge and practical architectural solutions orienting them towards professional careers enforcing their critical thinking and problem-solving abilities in response to relevance for contemporary architectural questions. Involving students in this way offers an immersive educational experience that not only builds their skill set, but also coordinates with one another to participate as active contributors rather than passive observers of the profession. By incorporating cutting-edge technology and creative methodologies, the institution also focuses on the software learning workshops that are important for the long run and are included in their curriculum.

### **Infrastructure and Learning Resources**

Smt. K.L. Tiwari College of Architecture boasts a student-friendly campus designed to provide an optimal learning environment. The infrastructure is spacious, well-ventilated, and thoughtfully organized to ensure ease of access and comfort. Wide corridors, functioning lifts, and well-maintained staircases allow for smooth movement across the campus, making it easily navigable for students and staff alike. The campus prioritizes hygiene, with housekeeping staff diligently maintaining cleanliness throughout, including in air-conditioned classrooms and projector rooms, equipped with modern amenities to enhance the learning experience. The college is also equipped with specialized facilities tailored to the needs of architecture students. The computer labs are furnished with the latest software and technology, while studio rooms are designed to offer ample space for students to draft their architectural sheets comfortably. A dedicated material room allows students to access and work with various architectural materials, further enriching their hands-on learning experiences. The

campus includes well-maintained exam rooms, staff rooms, and administrative offices, all of which contribute to the smooth functioning of academic and administrative activities. The girls' and boys' common rooms provide comfortable spaces for relaxation and interaction, while the principal's cabin is well-oriented to allow efficient management. Clean and separate toilets for boys and girls are consistently maintained, ensuring a high standard of hygiene. The college also provides a healthy water drinking facility, ensuring that students have access to clean water at all times. Overall, the campus infrastructure at Smt. K.L. Tiwari College of Architecture is designed to support an engaging and comfortable educational experience

### **Student Support and Progression**

SKLTCOA aims for consistency in all aspects of college development and student support followed as per COA minimum standard guidelines and EOA is conducted every year. The institution conducts regular tutorials to track student progress, offering remedial classes for those struggling and encouraging high achievers to tackle advanced questions. Monthly communication with students and parents monitors attendance and performance. Faculty participate in Faculty Development Programs (FDPs) to stay updated with teaching methods and industry trends. A clean, hygienic infrastructure and a Mentor-Mentee system further support students' academic and personal growth. Professors encourage high-achieving students to work on university question papers to further enhance their performance. Each department maintains detailed records of students' attendance, grades, and academic progress. Smt. K.L. Tiwari college of Architecture finds it extremely important to implement consciousness regarding gender issues, celebration of events and festivals, celebration of national/international days. This evokes a sense of responsibility amongst students. Such practice involves students to work in groups, take up responsibility to organise and execute. Qualities of leadership, team-spirit are self-improvised by students with such activities. Various events such as gender equality, women's empowerment programmes, equal opportunity policies, and universal design methodologies are taught to students through their academic architectural journey. By addressing issues like sustainability, environmental issues, gender sensitivity, professional ethics, human values, etc students are conscious about socio-cultural aspects and the environmental impact of their architectural designs. The College is an institution that emphasises on certain rules, civic responsibility and human ethics that support for women grievance cell that address issues related to gender equality and women empowerment and also adheres to anti-ragging policy.

### **Governance, Leadership and Management**

The governance and leadership at K. L. Tiwari College of Architecture are structured to align with the institution's vision and mission. The institution follows the diligent governance principles outlined in the policy manual and aligns with COA, NAAC and CDC requirements. This provides clear objectives and strategies for effective administration. Various committees and councils are established to oversee different aspects of the institution's operations, such as curriculum development, research, student affairs, and infrastructure. These bodies include representatives from faculty, administration, and student groups, facilitating collaborative governance. The college has systematic hierarchical responsibilities within management, Principal, Teaching and non-teaching staff and students. Different student committees, cultural, sports, literary committee, NASA, etc are formed comprising a group of students and one coordinating faculty. The college has established clear policies and procedures that guide the functioning of institutional bodies. These policies cover areas such as curriculum development, faculty appointments, research activities, and student conduct. The governing body shapes the institute's path through a strategic perspective plan. The Institutional Quality Assurance Cell (IQAC) serves as the nerve centre, working on deployment perspective plan while the College development Committee (CDC) is active in deliberating on these strategies. Also, the policies and procedures are regularly

reviewed and updated to ensure they remain relevant and effective in addressing the institution's needs and challenges.

## **Institutional Values and Best Practices**

### **Institutional Values And Best Practices**

The primary aim of Smt. K.L. Tiwari College of Architecture has always been to develop the individual traits of students, ensuring that they become aware of their passions and interests when it comes to choosing placements and pursuing higher education. To achieve this student-centric goal, the college emphasized the implementation of "Immersive program under critical consciousness and self-awareness". The activities under the program, are designed to help students reflect on their strengths and interests, enabling them to make informed decisions about their future career paths and educational pursuits.

To be able to evolve the consciousness of the student such that they choose their passionate work options during internships as well as their post graduation.

To enhance students' awareness of diverse career paths within and beyond the traditional architecture syllabus, Smt. K.L. Tiwari College of Architecture established collaborations with various allied fields. These fields, although not included in the standard curriculum, offer significant professional opportunities.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT. K.L. TIWARI COLLEGE OF ARCHITECTURE
Address	Survey No. 268/1 and 268/2, Shree L.R. Tiwari Educational Campus, Mira Road (East), District -Thane, Maharashtra - 401 105.
City	Mira Road
State	Maharashtra
Pin	401105
Website	<a href="http://www.sklca.in">www.sklca.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rupali Hitendra Gupte	022-9930401070	9594080312	-	kantiltiwari1@gmail.com
IQAC / CIQA coordinator	Dhanashree Raju	022-7760338685	7760338685	-	skltcoa@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	HINDI
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	University of Mumbai	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	09-10-2023	<a href="#">View Document</a>		
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
COA	<a href="#">View Document</a>	26-06-2023	12	

<b>Recognitions</b>	
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	Survey No. 268/1 and 268/2, Shree L.R. Tiwari Educational Campus, Mira Road (East), District -Thane, Maharashtra - 401 105.	Semi-urban	2	3002

## 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 and NATA	English	40	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	1				0				1			
Recruited	0	1	0	1	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				12			
Recruited	0	1	0	1	0	2	0	2	3	5	0	8
Yet to Recruit	0				0				4			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				6
Recruited	3	3	0	6
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	0	1	2	0	1	2	0	7
PG	0	0	0	0	0	0	3	5	0	8
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	0	0	1
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1	2	0	3	
	1	2	0	3	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	65	0	0	0	65
	Female	54	0	0	0	54
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	5	20	14	22
	Female	9	10	10	16
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>14</b>	<b>30</b>	<b>24</b>	<b>38</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Smt. K. L. Tiwari College of Architecture aligns its curriculum with NEP 2020 by integrating multidisciplinary and experiential learning opportunities into its architecture programs. The curriculum focuses on the inclusion of technology, sustainability, and design thinking, while hands-on workshops are provided to enhance professional skills, creativity, and communication abilities. Students participate in study trips and field excursions to gain insight into India's architectural heritage and contemporary conservation techniques, emphasizing cost-effective and vernacular approaches. To realize its vision and mission, the college implements a variety of institutional practices
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	<p>and strategies. These include curriculum development in line with NEP, faculty development programs, research and innovation initiatives, community projects, outreach activities, and student support services. These efforts reflect the institution's commitment to evolving as an internationally recognized architectural institute. Smt. K. L. Tiwari College of Architecture's vision and mission guide its governance, strategic planning, and day-to-day operations. The college aspires to be an internationally acclaimed institution, transforming students into skilled, responsible, and environmentally conscious architects. Its focus on creativity, sustainability, and social responsibility ensures that graduates are well-equipped to address future challenges and contribute meaningfully to the built environment, making a positive impact on both the architectural profession and society at large</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Smt. K.L. Tiwari College of Architecture is pleased to be registered under Academic Bank of Credits (ABC), which marks a step forward in adhering to National Education Policy (NEP) 2020. Including our students who have now been issued their very own ABC ID Cards which equip them with the assistance that this enlightened system gives to facilitate educational choice and dynamism. While the CoA will finalize further details of what a B.Arch. course might look like under NEP framework, we have created an ecosystem to enable students earn their credit-points. This has been accomplished through a number of enriching programs and partnerships that expose our students to different academic or professional worlds. We have signed more than 30 MoUs in the past five years with universities and professional bodies both within India as well internationally, including experts from allied fields of architecture. These collaborations have facilitated the sharing of students and faculty from different disciplines cultivating a rich learning community that is not constrained by standard academics. Our students benefit from these partnerships by being introduced to a greater range of voices and leading practices in architecture as well as discipline adjacent fields. We have also been running summer and winter workshops for the working professional which has translation with credits, so it is all practical exposure. Our academic program structure is incomplete</p>



	<p>without these workshops as they provide avenues for students to specialize and refine skills in different fields within architecture.</p>
<p>3. Skill development:</p>	<p>Recognising the significance of Indian Knowledge System (IKS) at its pedagogic core, Smt. K.L. Tiwari College of Architecture endeavours to incorporate grass-root level knowledge and up-to-date architectural imprints in trains her student/pathfinder architects. Committed to innovation, the curriculum empowers students with necessary knowledge and practical architectural solutions orienting them towards professional careers enforcing their critical thinking and problem-solving abilities in response to relevance for contemporary architectural questions. Involving students in this way offers an immersive educational experience that not only builds their skill set, but also coordinates with one another to participate as active contributors rather than passive observers of the profession. The incubation centre at the institution serves as a catalyst for innovation and entrepreneurship, providing a supportive environment for students to develop and refine their ideas and skill sets. Smt. K. L. Tiwari College of Architecture aligns its curriculum with NEP 2020 by integrating multidisciplinary and experiential learning opportunities into its architecture programs that lead to skill-based education for each individual. Along with this, the alumni association of Smt. K.L. Tiwari College of Architecture plays an essential role in the institution's growth through a variety of academic support services. Alumni mentor students in college-level and national events, including cultural festivals, college publications, and NASA conventions. The college hosts skill enhancement workshops such as tile making, clay moulding, set designing, architectural journalism, photography, etc. with the help of industry experts.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Recognising the significance of Indian Knowledge System (IKS) at its pedagogic core, Smt. K.L. Tiwari College of Architecture endeavours to incorporate grass-root level knowledge and up-to-date architectural imprints in trains her student/pathfinder architects. Students are engaged in multiple IKS-related activities, workshops and electives which supplement their regular academics. One fine example is a course offered on Vaastu Shastra, through which students get an insight in ancient</p>

	<p>Indian architecture of philosophy. This is seen through documentation projects as one on the Shankaracharya Temple, also- the Purushwadi village which help students navigate historical and cultural frameworks. To further enhance their learning and cognitive thinking process, students are taken on site tours to locations of heritage value and significance like Hampi and Badami, where they gain firsthand knowledge of ancient architectural marvels. Additionally, the institute collaborates with NGOs to organize awareness programs and lectures on important social topics, such as women's health, safety, and self-defence. helping students develop a well-rounded perspective that integrates cultural awareness with social responsibility. These activities ensure that students not only become skilled architects but also socially conscious individuals who appreciate and preserve India's rich cultural heritage. The college celebrates International Mother Language Day and Hindi Diwas with enthusiasm. Co-curricular programs are conducted in Marathi, Hindi, and English to ensure inclusivity. Through a combination of IKS-related courses, hands-on projects, site tours, and social awareness programs, students gain a profound understanding of India's rich cultural heritage and social responsibilities.</p>
5. Focus on Outcome based education (OBE):	<p>Smt. K.L. Tiwari College of Architecture (SKLTCOA), a prestigious institution affiliated with the University of Mumbai (UoM), has wholeheartedly embraced the principles of Outcome Based Education (OBE). Although the college adheres to the academic and examination syllabus prescribed by the University of Mumbai, it has developed its own comprehensive guidelines through the Internal Quality Assurance Cell. The HR Policy manual, an Academic and Administrative Manual, has been meticulously designed to guide the effective implementation of curriculum planning, delivery, and continuous assessment, which are the core components of OBE. SKLTCOA's vision for curriculum execution is laid out in the HR Policy Manual, specifying activities, allied subjects, teaching methods, and timelines. This manual serves as a blueprint for excellence, incorporating a Plan-Do-Check-Act (PDCA) cycle to ensure systematic processes and continuous improvement. The key indicator within the manual is clearly defined,</p>

	<p>detailing the necessary documentation and outlining the responsibilities assigned to specific individuals or departments. This structured approach ensures not only compliance with academic standards but also excellence in educational delivery, aligning perfectly with the requirements of accreditation bodies such as the Council of Architecture (COA) and the National Assessment and Accreditation Council (NAAC). With this the institution ensures that the curriculum is designed to foster critical thinking, creativity, and practical problem-solving abilities, allowing students to apply their knowledge in real-world contexts. Regular assessments, workshops, and hands-on projects are integral to this approach, enabling students to track their progress and ensuring that graduates are well-equipped to meet the demands of the architectural profession.</p>
6. Distance education/online education:	<p>Before each academic year begins, the college prepares an Academic Calendar that aligns with the one provided by the University of Mumbai also adhering to the laws of Nep. The college facilitates open discussions and online conferences on various aspects of the coursework, including teaching strategies, subject adaptability, experiential learning opportunities, and interdisciplinary connections. Smt. K.L. Tiwari College of Architecture offers online education, making it a more flexible and versatile way of learning that allows students to study at their convenience while continuing with other responsibilities too because they can independently pace themselves in the program. It provides a wide-range of digital resources such as lectures, tutorials, software, courses like UI/UX and research materials that the learner can avail to improve their learning experience. Tools like Virtual Studios, design software and collaborative platforms create a real-time scenario for practicing architecture world-wide; simultaneously global exposure through webinars, guest lectures &amp; workshops open up horizons for students. Students are provided with weekly electives or workshops and assignments in real time, to keep the flow of learning aligned towards their goals, constantly assure that they stick on track for timely completion. At the same time, online platforms provide a chance to learn skills related to sustainability or digital architecture alongside topics provided in core curriculum.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We have set up ELC in December 2023.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The co-ordinators are appointed and students are registered. We are in process of starting it full-fledged by the upcoming year.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Under the electoral initiative of MBMC, voter registration activity was conducted in our campus for benefitting the youngsters.
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.	We are in process of curating the activities.
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.	Approximately 60 students.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
124	142	139	155	115

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 25

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	14	15	15	13

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
84.26	88.32	124.42	103.28	105.51

## 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:**

**Response:**

Smt. K.L. Tiwari College of Architecture (SKLTCOA), a prestigious institution affiliated with the University of Mumbai (UoM), has embraced Outcome Based Education (OBE) principles across its operations. While adhering to the University's academic syllabus and examination requirements, SKLTCOA has developed its own extensive guidelines through its Internal Quality Assurance Cell (IQAC). The HR Policy Manual, which covers both academic and administrative aspects, is central to this framework, providing a structured approach for curriculum planning, delivery, and assessment in line with OBE.

This manual serves as a strategic guide, employing the Plan-Do-Check-Act (PDCA) cycle to ensure systematic processes and continual improvement. It details each process and performance indicator, specifies required documentation, and assigns responsibilities to individuals or departments. This organized approach not only ensures compliance with academic standards but also promotes educational excellence, aligning with the expectations of accreditation bodies such as the Council of Architecture (COA) and the National Assessment and Accreditation Council (NAAC).

The HR Policy Manual outlines SKLTCOA's vision for curriculum implementation, including detailed activities, related subjects, teaching methods, and timelines. This thorough planning ensures that the curriculum is executed effectively, fostering a culture of continuous learning and improvement. Such a commitment to educational excellence reinforces SKLTCOA's reputation as a leading institution in architectural education.

Before each academic year begins, SKLTCOA prepares an Academic Calendar that aligns with the University of Mumbai's schedule. The college facilitates discussions and online conferences on various aspects of the coursework, including teaching strategies, subject adaptability, experiential learning, and interdisciplinary connections. To enhance students' learning experiences, the college organizes lectures, workshops, and site visits with guest faculty from academia and industry. Additionally, SKLTCOA establishes Memorandums of Understanding (MoUs) with industry partners and other academic institutions to further enrich the curriculum.

The focus on continuous improvement and quality assurance is a cornerstone of SKLTCOA's educational approach, with the IQAC playing a pivotal role. The college provides a range of learning resources, including a well-equipped library with e-journals and reference materials, and the "RU-BA-RU" platform, which features seminars and interactive sessions with professionals from various fields.

Faculty assignments are made based on their expertise, experience, and performance to ensure that teaching aligns with their specialized skills. At the start of each semester, faculty members create detailed, objective-driven course schedules and maintain comprehensive records of course content, including schedules and assignment evaluations. The college actively gathers feedback on course delivery, syllabus completion, and student concerns through various channels. Interactive teaching methods, such as group assignments, discussions, peer presentations, site visits, case studies, and quizzes, are encouraged.

Students also engage with videos and documentaries, participating in discussions with peers and faculty to deepen their understanding. Regular tutorials track student progress, offering remedial support where needed and challenging high achievers with advanced material. Monthly updates with students and parents monitor attendance and performance. Faculty members participate in Faculty Development Programs (FDPs) to stay current with teaching methodologies and industry trends. A well-maintained infrastructure and a Mentor-Mentee system further support students' academic and personal growth.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 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: 25**

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 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:** 84

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

2023-24	2022-23	2021-22	2020-21	2019-20
94	127	139	136	71

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

**Response:**

By integrating crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, universal design concepts, importance of heritage and Sustainability into the curriculum, Smt. K.L. Tiwari College of Architecture ensures that its graduates are well-equipped to navigate the complex challenges of the modern globe. This comprehensive approach not only enhances students' technical skills but also imbibes a deep sense of social responsibility, respect and ethical consciousness.

The institution takes special care of such crucial importance very minutely by involving students into projects that require designs with respect to gender sensitivity and other multiple crosscutting issues simultaneously. For instance, a project may involve designing a community centre that incorporates sustainable materials, promotes gender inclusivity, and adheres to ethical standards. The college, when it comes to professional ethics also takes care of collaborative learning, interdisciplinary approach towards projects, awareness campaigns, practical applications, innovation and research, sustainability-based curriculum, etc that fosters a sense of human values and civic discipline. The institute is committed to providing fair and equal opportunities for all genders across various activities, including group projects, study tours, cultural events, and both national and international competitions. This commitment extends to college representation, sports, and both academic and non-academic activities. Actively supporting



women's empowerment, the institute encourages female leadership. A dedicated Women's Grievance Cell, comprising five members, addresses and resolves issues related to women. Additionally, the institute collaborates with NGOs to organize awareness programs and lectures on important social topics, such as women's health, safety, and self-defence.

When it comes to human values, the teaching and non-teaching staff involve themselves into various activities that are initial for community engagement for students. Education in SKLTCOA inputs human values into students that are woven into the curriculum through courses that emphasize empathy, compassion, and social responsibility. Students learn about the impact of architecture on communities and the importance of designing with a human-centric approach.

Students are required to integrate environmentally friendly approaches into their architectural design projects from the first year through to their final year, including their Design Dissertation. The institution actively engages in environmental issues through the Department of Lifelong Learning and Extension (DLLE) activities, which include guest lectures, industrial visits, and observances of World Environment Day, Water Day, and Earth Day. Our commitment to maintaining a Green Campus is further demonstrated by initiatives such as the E-Waste Collection System and the use of ICT-enabled teaching and learning processes. Case studies and site visits focus on eco-friendly features, emphasizing the importance of sustainability. The library offers a wealth of resources, including books on various environmental and sustainability topics. Additionally, the institute has implemented innovative and effective signage throughout the premises to help reduce electricity and water wastage.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 98.39

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

Response: 122

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 53

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	30	24	38	00

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	40	40	40	40

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 59

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	19	12	24	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	20	20	20	20

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 8.27

## 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:**

Response:

SKLTCOA is focused on providing its students with a comprehensive, hands-on experience. Students in Experiential Learning are engaging with practical activities that help them relate theoretical knowledge from studios to live situations. Site visits, expert talk, and video resources are arranged to further enhance the concept of technical courses. These experiences can be studied, analysed, and documented by the students as part of their academic curriculum since it allows them to gain invaluable firsthand insights about ways to tackle real-life challenges.

Collaborative learning is yet another aspect of the Participative Learning at SKLTCOA—provides the base for this course being central to this structure. The attainment of successful and effective architecture results from the success of all—harmonizing well with the diverse stake-holders. The campus is firmly engaged in workshops carried out in collaboration with several firms and other interdisciplinary experts of the sector. The hands-on workshops and interaction sessions over the documentation of heritage structures, also at state and national levels, conducted with local communities by the students, further foster it.

**Problem-Solving Methodologies:** They integrate the development of problem-solving skills in the curriculum toward critical thinking and creativity. Students are encouraged not just to collect facts but to analyse problems critically in the search for solutions to quite difficult challenges. Students learn not in a classroom setting but in real-world situations, and they act and collaborate with experts and practitioners on live projects and social problems, such as their work with firms or alumni to tackle the social and geological problems of MHADA Colony, Chandivali, as part of MIUV. They are so designed that the student will have to excel in comparison with the innovative design solution threshold for every assignment. In the first year, it was designing a bus stop and a toll booth, while in the fifth year, it was the surveys and the social problem analysis of the Kanakia Road in Thane. SKLTCOA also helps students get research papers published in refereed journals.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	14	15	15	13

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

#### 2.4.2

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:**

Response:

S.K.L.T.C.O.A follows a very stringent but transparent assessment process. All faculties and students are made aware of the evaluation process at the start of the semester as a part of orientation. All assignments performed by the students are graded and marks are entered and shared in the form of RUBRICS, which specifies the marking of the said assignment in pre.

The institution has an effective mechanism of continuous internal assessment. Institution has framed the academic calendar in accordance with the syllabus of the University of Mumbai.

Examination committee took a timely review of all examination processes. Students have to follow all rules and protocols of the examination.

**PROCESS OF EVALUATION:**

**INTERNAL ASSESSMENT:**

1. Written - Assignments For theory subject (weekly basis) (All assignments are assessed with a transparency maintained with students through the medium of Rubrics, with a set of parameters in alignment with the said subject)
2. Drawings - As per studio (weekly assessment - Markings documented in terms of marksheets and Rubrics)
3. Completion of Topics as per schedules (Studio and Theory) - To maintain transparency schedules are shared with students at the start of the semester hence following an academic calendar of deliverables and lectures
4. Pre -Final assessment Term end Semester - Assessed through marksheets and Rubrics

**EXTERNAL ASSESSMENT:**

1. External Viva and Written Exams
  2. Exam outcome - Results of external Viva and papers conveyed via pin ups on notice board
- University Examination process:
1. Display of all Examination timetables on boards.
  2. Instructions are given to the students as per protocols of the examination.
  3. Instructions to the invigilators as per university rules.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Response :

The process of attaining PSOs and POs was started by writing appropriate POs and PSOs, which are aligned with the university syllabus and the Vision & Mission statements of the college for the program offered.

Program specific outcomes were designed as broader and all-inclusive attributes that a student shall display at the end of the program. The draft focuses on the points whether course assessment methods taken up emphasize on the achievement of learning objectives stated in the form of Course Outcomes.

The same has been shared with students, but has yet to be displayed on the website.

The following is the initial step taken in measuring the level of attainment in the college. In the process of attainment of outcomes, the curriculum is framed as per Outcome Based Education. Likewise, set Course Outcomes are set, which describe what students are expected to know and be able to do at the end of each course. These relate to the skills, knowledge, and behavior that students acquire by the completion of the course. Attainment is expected to be reflected when course outcomes have to incorporate the PSOs for the successful actualization of outcomes. To achieve this, the COs of all courses in the programme are to be mapped with POs & PSOs, which is still in the process of construction. The college has used two assessment methods to meet the attainment of POs and PSOs.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

RESPONSE:

The attainment of Programme Outcomes (POs) and Course Outcomes (COs) is systematically evaluated using both direct and indirect methods so as to ensure that students meet the educational objectives.

### 1. Direct evaluation method

This is possible with examinations and various assignments. Mid semester exams, jury's, etc are aligned with the objectives of specific POs and Cos.

Example: student's performance reflects their deep understanding on a particular course.

### 1. Assignments and Projects

Weekly assignments are designed to target specific outcomes. Monitoring their monthly progress.

Example: A project requiring the design of a sustainable structure assesses outcomes related to sustainability and design thinking.

### 1. Practical site work

Practical assignments or on-site experiences measure students hands-on skills, directly linking their performance to relevant subject outcomes.



**Indirect Evaluation Methods:****1. Student Feedback and Surveys:**

Surveys and feedback forms are used to gather students perceptions of how well the course helped them achieve the intended outcomes.

**Example:** Students might rate their confidence in applying classroom knowledge to real-world scenarios, providing indirect evidence of outcome attainment.

**1. Alumni and Employer Feedback:**

Feedback from alumni and employers offers insights into graduates' real-world performance, linking back to the Programme Outcomes.

**Example:** Employers' evaluations of graduates' problem-solving abilities can indicate the effectiveness of the curriculum in achieving specific outcomes.

To conclude: The institution uses a comprehensive approach, combining direct assessments, feedback, and continuous review, to evaluate and enhance the attainment of Programme and Course Outcomes. This ensures that students receive a well-rounded education that equips them for success in their academic and professional pursuits.

**File Description****Document**

Upload Additional information

[View Document](#)**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 98.02**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
5	28	39	27	00

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	28	41	27	00

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.22

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:** 4.94

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
2.585	2.35	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

**Response :**

The opportunities are endless at Smt. K.L. Tiwari College of Architecture to foster an innovative ecosystem via various projects that will take the students from theoretical learning to practical applications creating dynamic and multifaceted architects. What makes this program special is that it allows students to put their learning into practice both by designing a bus stop that fosters a sense of public movement and basic stakeholder requirements, a toll Plaza and preparing the Business Model Canvas. Committed to innovation, the curriculum empowers students with necessary knowledge and practical architectural solutions orienting them towards professional careers enforcing their critical thinking and problem-solving abilities in response to relevance for contemporary architectural questions. Involving students in this way offers an immersive educational experience that not only builds their skill set, but also coordinates with one another to participate as active contributors rather than passive

observers of the profession.

Recognising the significance of Indian Knowledge System (IKS) at its pedagogic core, Smt. K.L. Tiwari College of Architecture endeavours to incorporate grass-root level knowledge and up-to-date architectural imprints in trains her student/pathfinder architects. Students are engaged in multiple IKS-related activities, workshops and electives which supplement their regular academics. One fine example is a course offered on Vaastu Shastra, through which students get an insight in ancient Indian architecture of philosophy. This is seen through documentation projects as one on the Shankaracharya Temple, also- the Purushwadi village which help students navigate historical and cultural frameworks.

Additionally, the institution places a strong hold on subjects like Humanities, integrating them into their daily academic syllabus to foster a holistic educational experience. To further enhance their learning and cognitive thinking process, students are taken on site tours to locations of heritage value and significance like Hampi and Badami, where they gain firsthand knowledge of ancient architectural marvels. Additionally, hands-on learning projects like Cob and Wattle construction offer practical learning opportunities that blend traditional building methods with modern architectural practice. By incorporating cutting-edge technology and creative methodologies, the institution also focuses on the software learning workshops that are important for the long run and are included in their curriculum.

The incubation centre at the institution serves as a catalyst for innovation and entrepreneurship, providing a supportive environment for students to develop and refine their ideas. Integral to this ecosystem is the IPR (Intellectual Property Rights) cell, which educates and assists students in protecting their creative works and innovations. Also, the institution emphasizes the importance of social responsibility, human ethics and civic sense by conducting workshops on gender sensitization, fostering an inclusive environment that encourages empathy and understanding.

Students actively participate in community service initiatives such as the beautification of Nallasopara Railway Station through wall painting, beach cleaning activities, and tree plantation drives, showcasing their commitment to environmental sustainability. Additionally, students engage in social outreach programs like blood donation camps fosters a sense of social responsibility and empathy within the community.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 43

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	13	5	9	8

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response: 0**

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 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: 0.12**

### 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

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	1	0	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

## 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:**

**Response :**

The extension activities undertaken in the neighboring community are commendable and likely had both immediate and long-term impacts. These activities not only serve the community but also play an instrumental role in shaping the character and values of the students involved. Let's break down the outcomes and impacts of these activities:

**Nallasopara Station Beautification through Wall Painting**

Lead to an immediate impact through Beautification of a public space and raised awareness among the community about maintaining cleanliness.

The activity aimed at long-term outcomes towards reduced instances of spitting, thereby promoting hygiene while instilling a sense of pride and ownership among locals for their public spaces.

The activity aimed at impacting students towards a fostered sense of social responsibility, enhanced creativity and teamwork.

**Beach Cleaning Activity**

Lead to an immediate impact through removal of garbage and pollutants from the beach, making it a safer and cleaner environment.

The activity aimed at long-term outcomes towards awareness about environmental conservation and the adverse effects of littering.

The activity aimed at impacting students towards sensitization towards environmental issues and

encouraging a proactive approach to tackling community and environmental problems.

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**Participation in Blood Donation Camp Organized by Dr. R. N. Cooper Hospital**

Lead to an immediate impact through an increased blood bank reserve which can be crucial for patients in need.

The activity aimed at long-term outcomes towards encouraging a culture of voluntary blood donation.

The activity aimed at impacting students towards realizing the importance of community service and its impact on saving lives and fostering empathy and understanding for patients and the healthcare system.

**Tree Plantation Around the Campus by SKLTCOA Students**

Lead to an immediate impact through greening of the immediate environment around the campus.

The activity aimed at long-term outcomes towards contributing to the environment by increasing oxygen, reducing carbon footprint, and providing habitats and inspiring others in the community to undertake similar initiatives.

The activity aimed at impacting students towards fostering a connection with nature and understanding of sustainability and building teamwork and leadership skills.

**Orphanage Visit and Donation by SKLTCOA Students**

Lead to an immediate impact through providing immediate relief and happiness to orphans by contributing essential supplies and possibly financial assistance.

The activity aimed at long-term outcomes towards building a bridge between the students and the underprivileged, promoting continued cooperation and assistance.

developed empathy, compassion, and a deeper understanding of societal disparities.

The activity aimed at impacting students towards encouraging lifelong commitment to philanthropy and community service.

In conclusion, these activities were a holistic approach to community service, covering a range of areas from environmental awareness to healthcare and social welfare. The students from SKLTCOA, through these endeavors, not only contributed positively to their surrounding community but also grew individually, imbibing values of empathy, responsibility, teamwork, and leadership.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

**Response:**

**Response :**

Students of SKLTCOA have been actively taking part in the various competitions held at national and international levels. Below are some of the extension activities carried out by the Institution.

**Stupa Documentation:** The institute believes that historical or cultural documentation is vital for the preservation of heritage and collective memory. By documenting stupas, students contributed to historical knowledge and conservation efforts.

**Aarey Intervention:** Local community documentation has always provided insights into socio-cultural dynamics and is valuable for urban planning, cultural studies, and community development and raising awareness about the community.

**Ghodbunder Documentation:** Similar to Aarey, understanding the life of local communities aids in effective policy making and community engagement. The students documented the community for proposal submission.

**Proposal for Sasoan Dock to Mumbai Port Trust:** Engaging with Mumbai Port Trust and offering a proposal helped the students to gain a deeper understanding in urban development and infrastructural enhancement along with facilitating what the community needed

**College Road Beautification:** This Urban beautification project improved the aesthetic appeal of the environment, enhanced public spaces, and potentially uplifted community spirit.

**Orphanage Visit and Donations:** This social outreach and community service helped in fostering empathy among students and supporting underprivileged groups.

**Vastu Shastra Consult For college building:** The incorporation of traditional architectural principles like Vastu Shastra showcased a respect for local traditions and can also have psychological and environmental benefits, while adding to the supposed livability of the structure SKLTCOA students have engaged in activities and contributed positively to the community and heritage preservation, the institute has received awards and recognitions from local and national bodies.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:** 23

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	1	4	8



File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>

### 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: 2**

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Response :

Academic/Teaching-Learning and Research Infrastructure :

? Studios – 05 nos : 40 Student, with 40 Large

lockers each, compatible with projection systems, and adequate laptop charging facilities, The studio's are large, spacious, very well naturally lit with proper ventilation. The studios are Display Soft boards, Display pin up boards, panels, Large size discussion tables for faculties, Drafting tables & stools for students. The raised stage is also provided in the studio, which further used to display the study and final models made by students during the iteration of learning process.

? Lecture Rooms – 02 nos : Air conditioned & Well Lit, compatible with projection systems, ergonomic seats & desks for students. Alongwith pin up boards and lockers also provided. The pin up boards also provided in the lecture rooms. the notice boards also provided in the all the lecture rooms. ?

Computer Centre – 01 : Air conditioned & Well Lit, compatible with projection systems, 40 terminals with softwares, LAN connection, WiFi, ergonomic seats & workstation for students. Extension cables, the two numbers of adapter to connect USB to HDMI cables are also included.

? Library – 01 : Well Lit and ventilated, compatible with projection systems, ergonomic seats & reading tables for students, Open access books, Printing facilities.

? Labs – 02 : Climatology & Environmental Lab., Surveying Lab., both well lit & adequately ventilated, equipped with instruments.

? Workshops & Museum – 03 nos : Carpentry Workshop, Model Making Workshop, Material Museum - Well lit & adequately ventilated, equipped with instruments & Work benches.

? Administration Office & Principal's cabin - Well Lit and ventilated, with requisite office furniture & storage systems, Computer systems with printing & scanning facilities.

? Faculty Rooms - Well Lit and ventilated, with individual workstations, Discussion facilities.

? Students Common Rooms - Well Lit and ventilated, separate com. rooms for boys & girls.

? Submission & Exam Room - Well Lit and ventilated, storage units.

? Health & Hygiene Infrastructure - Clean & maintained adequate Toilet facilities for male, female & physically challenged, Drinking water facilities.

? Construction Yard – 200 sq.m. sized as per norms.

? Cafeteria (Shared) - Clean & hygienic with ample seating arrangements.

? Seminar Hall (Shared) - Fully Air-conditioned, Well lit, seating capacity of 250 persons,

dedicated sound & projection facilities.

? Sports Facilities (Shared) - Indoor Badminton court, Well-maintained Football court, Running track, Tennis court & Swimming pool. ? Access - 2 numbers automatic lifts, ground floor access with ramp facilities. Facility for specially abled people provided. Sufficient lobby space in front of the circulation services such as staircase and lifts provided.

? Fire Safety - 3 nos Staircases, with wet-riser & hose reel. with ample safety requirements provided.

? Surveillance Systems - Complete premises is under 24/7 CCTV surveillance with regular & night vision cameras, deployment of security personnels at strategic locations. CCTV footages were checked regularly to avoid and curb in appropriate actions happening in premises.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 26.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
5.86	19.79	49.29	47.26	10.54

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:**

Response :

Our institute, Smt. K. L.Tiwari College of Architecture has a well-established library. It has been operational on MCB since 2019. Library is well lit with active lighting systems and daylight with a pleasing atmosphere. It has ample space

dedicated for reading. All Books are well arranged as per categories and neatly kept in glass fronted steel cupboards for easy access to students & staff members. Alongwith books the T - Scale and Set square-like accessories are also provided in the library. The reference copies were also compiled saperately. All records of the library

such as purchase orders, expenditure incurred for subscription/ Membership etc., are maintained in soft copy as well as hard copy. We have an extensive collection of books, E books as well as scanned copies of books (scanned copies of physical books not covered under E-books). We have subscriptions of national and international journals, subscription of newspapers, and collection of Design Dissertation books & portfolios of final year students. We also maintain an accession register, record of per day usage of the library, ledger for foot-falls, etc.

The college library has an open access system. Books are classified through D.D.C. (Dewey Decimal Classification) System. A stringent policy is formulated for seamless working of libraries. At present the library has 1309 Volumes. (books and reference books). SKLTCOA also has active subscriptions of national and international journals, subscriptions of newspapers. The collection is as per Council of Architecture 2022 norms.

Library is partially automated. The library is automated with ERP software (rismyclassboard). The various activities of the library such as data entry, issue and return and renewal of books, member logins, overdue reminders through emails etc. are done through the software. The new books are displayed for two weeks on the display stand. User orientation is provided at the beginning of the year regarding the various facilities, services, and resources available in the library. The library provides photocopy services and internet facilities, access to previous years question papers, reference books, books issue/ return service etc. We have also maintained a record of the accession register along with a record of per day usage of the library. The journals and magazine facility was also provided.

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**E-resources**

The library has subscribed to E-Journals for students and faculties. The library is also part of NDLI Club (National Digital Library of India) which is open-source E-resource. Students and teachers are registered in NDLI club and can easily download books, articles, videos, magazines, theses, etc.

**Expenditure**

A budget is finalized every year by considering the requests & recommendations from students & faculties for new books and journals.

**LIBRARY AUTOMATION**

The college library installed the latest version of Integrated Library Management Software (ILMS) “SOUL 3.0” It is a cloud-based multi-user system. The software is currently being used for administration of the library. The library facilitates access to the library catalog (OPAC).

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Response :

The college has adequate IT facilities in adherence to the Council of Architecture norms 2022, which are optimally used by students & faculties for teaching, learning, research and administration work. Based on assessment of requirements, upgradation of IT infrastructure is done. Day lit spaces provided everywhere to boost healthy teaching and learning experiences. Extra points and plugging in points along with adopters, extension data cables. USB ports have been provided for efficient working of the IT facilities. The college has shared access to a large Seminar Hall which is air-conditioned and fully equipped

with LED Projector and sound amplification systems, the college has 5 Studio halls and 2 Lecture rooms (Air-Conditioned) with LED Projectors and screen for teaching and learning. The studios also have multiple power points for laptops. The desktop were provided with two number external extension devices.

The College is also Wi-Fi enabled, with tp-link 25 Mbps connection. The Computer center has 40 desktop systems exclusively for students use, with LAN Ethernet connectivity. The desktops are loaded with licensed Windows OS, MS office 2016, Autocad & Revit software. Along with these softwares students were made aware about the newer softwares coming in to the market like AI in to architecture, plug-in, walkthrough the spaces etc. The introduction of 3D s max software to students.

The digital library was started in the year 2016, The digital library will help students to refer book from kindle. Students are enjoying the reading from distant places. Students are able to do reserach sitting at the home or even then when they are far away from college. with an aim to aid towards research. The college

has a bio-metric attendance system; printing, scanning & photo-copying facility.

The students register maintained at the entry point. Another different special register was maintain to record data related to faculty members.

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The Library – Reprography is equipped with one A4 b/w printer and one A3 colour printer. The administrative office has three desktop computers, two printers, scanner, biometric attendance recorder for faculty members, etc.

The college campus is also secured with 24/7 CCTV surveillance and night vision cameras installed at strategic locations.

The College has Institutional Enterprise Resource Planning (ERP) – MCB App. The use of MCB App was made compulsory to use for all the students, admin and all the professors, asistant professors, admin staff etc. The app was regularly updated to let know a regular updates and activities.

The official website of college is <https://skltca.in> and it is regularly updated with new passwords, Similarly the College is

very active on major social media platforms. Keep posting its activities frequently on site. College also undertakes regular maintenance of all Infrastructure facilities . The entry register for use of facilities like printer, scanner, biometric was provided in the library. The cleanliness, neatness and decorum was maintained in the library. The library is having all upto date newspapers.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 3.1

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

Response: 40

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 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:** 6.49

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
5.3	1.36	11.38	11.93	2.86

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:** 44.15

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
88	81	61	68	00

#### 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](#)

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 77.04

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
124	142	139	115	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 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:** 62.63

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	24	11	24	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	28	39	27	0

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 37.84

**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.)**

2023-24	2022-23	2021-22	2020-21	2019-20
5	8	1	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 1**

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	1

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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: 31**

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	35	34	4	38

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:****Response:**

The registered alumni association of Smt. K.L. Tiwari College of Architecture significantly extends a supportive hand to the institution's development by leveraging the skills, networks, and resources of its members. By maintaining a comprehensive alumni database and utilizing effective communication channels, Smt. K.L. Tiwari College of Architecture can cultivate strong relationships with its alumni, recognizing and celebrating their contributions through awards and honours, thereby encouraging continued involvement and support. This collaboration not only benefits the institution but also strengthens the sense of community and pride among alumni.

The alumni association of Smt. K.L. Tiwari College of Architecture plays an essential role in the institution's growth through a variety of academic support services. Alumni mentor students in college-level and national events, including cultural festivals, college publications, and NASA conventions. The college hosts skill enhancement workshops led by alumni, such as tile-making workshops, and offers electives in collaboration with alumni and professional design firms, allowing students to engage with industry experts. Recently, second-year B.Arch. students documented the Ghodbunder Fort precinct under the guidance of an alumnus and the Mumbai-based conservation studio, Sankaraman.

The alumni's offer or extend a helping hand to the institution to train young budding architects and provide them an exposure into the practical field work in the form of workshops, seminars, documentation activities, etc. Students connect and take part in open conversations with the alumni's which makes the environment of the educational campus healthy and interactive. This helps students to improvise on real-time experiences and problems faced in the current architectural market scenario.

Several alumni act as mentors, providing students with guidance, advice, and networking opportunities, which are invaluable as they prepare for their careers. The association also offers professional references for internships and other job opportunities based on principles and guidelines of COA. Alumni who pursue higher studies assist current students with advice on qualifying exams, assessment criteria, and portfolio building for advanced education programs. Additionally, some alumni volunteer their time and expertise in various capacities, serving as advisors for cultural and national competitions and conventions, such as the National Association of Students of Architecture.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 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:**

**Response:**

Smt. K.L. Tiwari College of Architecture is managed by Rahul Education Society, established in 2016 at its Nallasopara Campus approved by Council of Architecture, New Delhi & DTE, Maharashtra State affiliated to University of Mumbai. In this institution, teaching and learning techniques are meticulously designed to ensure students achieve the highest levels of academic and practical proficiency. The institution's vision and mission focus on developing responsible architects who can contribute positively to society through sustainable and innovative design solutions.

The governance and leadership at K. L. Tiwari College of Architecture are structured to align with the institution's vision and mission. The institution follows the diligent governance principles outlined in the policy manual and aligns with COA, NAAC and CDC requirements. This provides clear objectives and strategies for effective administration.

**Decentralized Governance:** The college promotes a decentralized governance structure that encourages participation from faculty, staff, and students in decision-making processes. This approach ensures that diverse perspectives are considered, leading to more informed and effective decisions. The five-year course is mapped with respect to the course stages prescribed by COA.

**Formation of Committees and Councils for leadership:** Various committees and councils are established to oversee different aspects of the institution's operations, such as curriculum development, research, student affairs, and infrastructure. These bodies include representatives from faculty, administration, and student groups, facilitating collaborative governance. The institution promotes a strong involvement of alumni associations who are involved in peer learning and promoting industrial links. The college has systematic hierarchical responsibilities within management, Principal, Teaching and non-teaching staff and students. Different student committees, cultural, sports, literary committee, NASA, etc are formed comprising a group of students and one coordinating faculty.

In line with the NEP 2020, the institution actively works on updating its curriculum to include multidisciplinary and experiential learning opportunities. This involves integrating technology, sustainability, and design thinking into the architecture programs. Participation in several hands-on workshops allows students to deepen their professional knowledge, sharpen their creative thinking, and effectively communicate their ideas. Study trips and field excursions further acquaint students with the nation's architectural heritage and the latest developments in cost-effective, contemporary, and vernacular architecture conservation techniques.

To align with its vision and mission, K. L. Tiwari College of Architecture implements various long term as well as short term institutional practices and strategies: Curriculum Development to facilitate NEP, Faculty Development Programs, Research and Innovation Initiatives, Community Projects and Outreach Student Support Services

K. L. Tiwari College of Architecture's vision and mission serve as guiding principles for the institution's governance, strategic planning, and daily operations. By striving to be an internationally acclaimed institute and transforming students into skilled, responsible, and environmentally conscious architects, the college is committed to making a meaningful impact on the architectural profession and society as a whole. Through its dedication to creativity, sustainability, and social responsibility, the institution aims to produce graduates who are equipped to address the challenges of the future and contribute positively to the built environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

**Response:**

In SKLTCOA, the hierarchy of organisation consists of College Governing body- management- Rahul Education Society, CDC, Principal, other internal committees, administration, faculty members, alumni and students. SKLTCOA aims for consistency in all aspects of college development followed as per COA minimum standard guidelines and EOA is conducted every year. Stakeholders are informed via the website and meetings, ensuring effective dissemination. The Institutional Quality Assurance Centre functions as the nerve centre, working on deployment of perspective plan while the College Development Cell CDC is active in deliberating on these strategies. The college's governance and administrative framework ensures that the institutional perspective plan is effectively deployed and that the functioning of institutional bodies is efficient and transparent. This is achieved through well-defined policies, administrative setups, appointment processes, and service rules. The governing body of the college aims at policies such as green campus policy, research policy, anti-ragging policy, etc. the institute also adheres to the guidelines of COA for higher technical education to become an autonomous body by following the statutory and non-statutory rules.

Key Aspects of the perspective plan include governance structure, policy implementation, administrative set-up, appointments and service rules, feedback and evaluation process.

**Decentralized Decision-Making:** The governance and leadership at K. L. Tiwari College of Architecture are structured to align with the institution's vision and mission. The institution follows the diligent governance principles outlined in the policy manual and aligns with COA, NAAC and CDC requirements. This provides clear objectives and strategies for effective administration.

**Committees and Councils:** The institution promotes a strong involvement of alumni associations who are involved in peer learning and promoting industrial links. The college has systematic hierarchical responsibilities within management, Principal, Teaching and non-teaching staff and students. Different student committees, cultural, sports, literary committee, NASA, etc are formed comprising a group of students and one coordinating faculty.

**Clear Policies and Procedures:** The college has established clear policies and procedures that guide the functioning of institutional bodies. These policies cover areas such as curriculum development, faculty appointments, research activities, and student conduct.

**Regular Reviews and Updates:** Policies and procedures are regularly reviewed and updated to ensure they remain relevant and effective in addressing the institution's needs and challenges.

**Efficient Administration:** The administrative structure of the college is designed to support efficient operations and service delivery. Roles and responsibilities are clearly defined, ensuring accountability and smooth functioning of administrative processes.

**Service Rules and Regulations:** Well-defined service rules and regulations govern the conduct and performance of faculty and staff. These rules ensure that all employees adhere to high standards of professionalism and ethics.

**Regular Feedback Mechanisms:** The institution has established mechanisms for collecting feedback from students, faculty, and stakeholders for improvement in performance.

**Performance Evaluation:** The governing body shapes the institute's path through a strategic perspective plan. The Institutional Quality Assurance Cell (IQAC) serves as the nerve centre, working on deployment perspective plan while the College development Committee (CDC) is active in deliberating on these strategies.

File Description	Document
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

### 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:**

**Response:**

Smt. K. L. Tiwari College of Architecture is committed to fostering a supportive and growth-oriented environment for both teaching and non-teaching staff. The institution has implemented several measures to ensure the well-being and professional development of its employees. The appraisal system is prepared as per the peer reviews "POET". POET system is based on the systematic overview of the Teacher's performance in the entire semester. It is analysed in terms of the fulfilment of lecture objectives and the processes incorporated during the completion of the entire syllabus.

360-degree form basically evaluates the responsibilities taken by a teacher such as academic responsibilities, institutional responsibilities, research activities, publications, which are verified by Principal, IQAC coordinator & heads of different committees. The performance appraisal system at Smt. K. L. Tiwari College of Architecture is designed to evaluate and enhance the performance of teaching and non-teaching staff. This system is important for maintaining high standards of education and administration within the institution.

The institute actively promotes the career development and progression of its faculty members, encouraging engagement in research, publication, conferences, professional associations, and collaborative projects beyond their departments. Multidisciplinary Faculty Development Programs, aligned with the criteria of NAAC, COA and NEP 2020, underscore our dedication to fostering academic growth.

Key Features include:

**Objective Evaluation:** The appraisal system is based on well-defined criteria that reflect the responsibilities and expectations of each role. For faculty, this includes teaching effectiveness, research contributions, student feedback, and participation in academic and community activities. For non-teaching staff, criteria include efficiency, punctuality, and adherence to administrative processes.

**Quantitative and Qualitative Metrics:** The system employs both quantitative metrics, such as research publications and student performance, and qualitative assessments, such as peer reviews and student evaluations, to provide a comprehensive evaluation of performance.

**Regular Appraisal Cycles:** Performance appraisals are conducted annually to assess progress, identify strengths, and address areas for improvement. This regular review cycle ensures that staff members receive timely feedback and recognition for their contributions.

**Mid-Year Assessments:** In addition to annual reviews, mid-year assessments may be conducted to track ongoing performance and make necessary adjustments to goals and expectations.

**Feedback and Development Plans:** The appraisal process includes providing constructive feedback to employees, highlighting areas of strength and suggesting ways to improve in areas where performance may be lacking.

**Personal Development Plans:** Based on the appraisal outcomes, personal development plans are created for each staff member, outlining specific goals, training needs, and support required to achieve career progression.

**Participation and Input:** Staff members are encouraged to participate in the appraisal process by providing self-assessments and feedback, ensuring that the process is transparent and fair.

Recognizing and appreciating dedication, the institute presents Recognition Awards to long-serving employees, honouring their consistent hard work. Nurturing a culture of continuous improvement and empowerment, the institute stands dedicated to fostering the growth and wellbeing of its academic community, providing an environment where both faculty and students can thrive.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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**

2023-24	2022-23	2021-22	2020-21	2019-20
0	00	0	00	0

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>

**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:** 48.6

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
13	14	7	13	5

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	7	7	7

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 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:**

**Response:**

The institution takes immense care and plans strategies for mobilization and optimal utilization of resources. Funds from various sources are taken care of in the in the form of regular internal audits consisting of regular reviews to assess financial transactions, adherence to policies, and compliance with regulatory requirements. These audits ensure transparency and accountability in financial operations. Internal audits also take care of risk management strategies that help to identify potential risks and inefficiencies, enabling the institution to implement corrective measures and improve financial management practices. External audits are conducted to care of independent assessment that are performed by independent auditors to provide an objective evaluation of the institution's financial health and compliance with legal and regulatory standards. It also comprises of transparency and accountability by providing stakeholders with credible and reliable financial information. This builds trust and confidence among donors, government bodies, and partners.

After finalizing departmental budgets, the institute strategically plans lab infrastructure to ensure optimal use of resources within the allocated funds. In line with the principles of NEP 2020, we promote interdepartmental collaboration, encouraging faculty members to work across different departments. This approach fosters a culture of collaboration and broadens the scope of design and innovation across the institute.

Our college adheres strictly to the guidelines set by the Institute of Chartered Accountants of India (ICAI) to conduct thorough financial audits, ensuring compliance and transparency. External audits are performed annually, examining purchases, payments, and salaries. Simultaneously, internal audits conducted by the Accounts Department maintain detailed records, including purchases, quotations,

purchase orders, and payments. Routine checks on salaries, voucher entries, and accounting ledgers reflect our commitment to maintaining high financial standards and ethical practices. No significant objections or irregularities have been found, demonstrating our dedication to responsible financial practices for our graduates in the dynamic engineering landscape.

Beyond finances, SKLTCOA's diverse resource mobilization initiatives support a vibrant research culture that aligns with industry needs, creating valuable opportunities for student placements and internships. The integration of financial strategies and resource mobilization highlights our commitment to providing a dynamic learning environment.

To conclude, Smt. K. L. Tiwari College of Architecture employs a comprehensive approach to mobilizing and utilizing resources and funds effectively. Through diverse funding sources, strategic resource allocation, and efficient resource management, the institution thereby ensures optimal use of available resources. Regular internal and external financial audits foster transparency, accountability, and continuous improvement in financial practices, supporting the institution's mission and long-term sustainability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

**Response :**

The Internal Quality Assurance Cell (IQAC) at Smt. K. L. Tiwari College of Architecture plays a pivotal role in ensuring continuous quality enhancement across the institution. It is extremely focussed on developing and implementing strategies that firmly maintain and constantly amend the quality of education and operations. IQAC begins by establishing quality benchmarks for various academic and administrative activities, which serve as standards for excellence. These benchmarks are crucial for guiding faculty, staff, and students towards achieving the institution's goals. The IQAC cell is actively involved in formulating policies and procedures that align with the college's dedicated vision and mission, ensuring a cohesive approach to quality assurance throughout the institution.

In its commitment to improving learning outcomes, IQAC implements outcome-based education (OBE) strategies. This approach focuses on defining clear learning outcomes and competencies that students must achieve, ensuring they acquire the necessary skills and knowledge for their future careers. To

support this, the cell conducts regular assessments and evaluations of student performance through exams, projects, and practical assignments.

The Internal Quality Assurance Cell (IQAC) is dedicated to systematically enhancing both administrative and academic operations to institutionalize quality processes. It employs the Plan-Do-Check-Act (PDCA) cycle, which divides procedures into segments for academics and administration. This strategy provides an iterative framework for process control and continuous improvement, which is applied in both academic and administrative settings. In the planning and review phases, IQAC has identified essential academic activities outlined in the Academic Manual (Disha Manual). While adhering to the university's curriculum regulations, the institution offers a diverse range of programs and courses that meet community needs and align with emerging national and international trends.

The PDCA cycle serves as a means of continuous improvement, with curriculum input gathered from all stakeholders. This feedback is analysed and summarized to derive relevant recommendations for enhancing the effectiveness of learning. The graduate attributes under Outcome-Based Education (OBE) are reviewed, and any gaps identified in the analysis report are communicated to the university for potential syllabus revisions. Additionally, IQAC is actively identifying problem areas and action zones to improve and ensure the smooth functioning of the Higher Education Institution (HEI).

Additionally, the institution regulates various teaching programs and maintains an annual calendar to ensure systematic academic operations. Faculty and students are actively involved in research-based activities, fostering an environment of inquiry and innovation. The college also hosts career guidance seminars to assist students and aspirants in making informed career choices. Online conferences for faculty members are conducted to facilitate professional development and knowledge exchange.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:** D. Any 1 of the above

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

## 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:**

**Response:**

Smt. K.L. Tiwari college of Architecture finds it extremely important to implement consciousness regarding gender issues, celebration of events and festivals, celebration of national/international days. This evokes a sense of responsibility amongst students. Such practice involves students to work in groups, take up responsibility to organise and execute. Qualities of leadership, team-spirit are self-improvised by students with such activities. Various events such as gender equality, women's empowerment programmes, equal opportunity policies, and universal design methodologies are taught to students through their academic architectural journey.

Celebration of several events that are national/international like yoga day by conducting yoga sessions, workshops, and seminars that emphasize the importance of physical and mental well-being through yoga. International Women's Day is celebrated with certain guest lectures by prominent women leaders, and cultural programs that highlight women's achievements and contributions to society, Independence Day, republic day are celebrated to highlight achievements of women and leaders who have contributed for the society. Such cultural programmes are celebrated with flag-hoisting ceremonies, cultural performances, and speeches that instil a sense of patriotism and national pride among students and staff.

Days like World Environment Day, World Architecture Day, etc the institution organizes activities such as tree planting drives, environmental awareness campaigns, and workshops on sustainable practices to promote environmental consciousness among the college community.

These measures and initiatives demonstrate Smt. K.L. Tiwari College of Architecture's commitment to promoting gender equity and celebrating cultural diversity through meaningful engagement and activities. By integrating these practices into its functioning, the institution not only enriches the educational experience of its students but also contributes to building a more equitable and harmonious society.

Smt. K. L. Tiwari college of Architecture celebrates cultural diversity by organizing festivals that showcase different cultures and traditions, emphasizing inclusivity and understanding.



File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

**7.1.3**

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>

#### 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:**

**Response:**

An inclusive environment is where everyone is included irrespective of the diverse culture, where everybody feels respected and valued, there is no discrimination based on age or gender, caste or backgrounds, religion or identity, abilities or identity. Such an environment fosters moral values and creates a fellow-feeling, a feeling where heritage is shared. The institution shares a feeling of pride as it imbibes these civic and human ethics not only amongst the students but also staff and faculties.

The college aims to include students from diverse social and economic backgrounds, with special attention given to the needs of deserving and underprivileged students. It provides equal opportunities for all students to access scholarships and strictly follows government reservation policies. To address individual student concerns, mentoring is a key approach. The college also offers psycho-social counselling, gender awareness activities, and library orientation to cater to the varied needs of students facing different challenges.

Regularly organized cultural events, college magazines, sports, and other activities offer platforms for students to engage, collaborate, and exchange ideas, fostering a sense of community. The college celebrates International Mother Language Day and Hindi Diwas with enthusiasm. Workshops and lectures are held to raise awareness among students about women's rights and to instil confidence in their abilities. Co-curricular programs are conducted in Marathi, Hindi, and English to ensure inclusivity.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 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:

Response:

#### BEST PRACTICES- 1

##### 1. Title of the practice

“Integrating Sustainable Development Goals (SDGs) into institutional functioning. “

##### 2. Objectives

###### a. No Poverty

- Eradicate extreme poverty for all people everywhere.
- Implement appropriate social protection systems and measures.
- Ensure all men and women have equal rights to economic resources and access to basic services.

###### b. Zero Hunger

- End all forms of hunger and malnutrition by 2030.
- Ensure all people, especially children, have sufficient and nutritious food all year.

###### c. Quality Education

- Ensure all girls and boys complete free primary and secondary schooling by 2030.
- Provide equal access to affordable vocational training.

###### d. Gender Equality

- Guarantee equal access to education and employment opportunities for all genders.
- Close the gender pay gap and promote equal compensation for equal work.

###### e. Sustainable Cities

- Implement urban planning focused on sustainability and inclusivity.
- Promote sustainable cities by ensuring access to safe and affordable housing and improving urban planning.

##### 3. The context

By addressing issues like sustainability, environmental issues, gender sensitivity, professional ethics, human values, integrating holistic curriculum, etc students are conscious about socio-cultural aspects and the environmental impact of their architectural designs.

##### 4. The practice

- Organize workshops to raise staff awareness about the Sustainable Development Goals (SDGs), highlighting their significance to the organization’s objectives.
- Create a cross-departmental task force to pinpoint alignment opportunities and formulate a plan of action.
- Adopt sustainable practices, such as environmentally friendly initiatives, and social responsibility efforts.
- Develop key performance indicators to track progress towards SDG-related goals.

## 5. Evidence of success

Smt. K.L. Tiwari College of Architecture is an institution that emphasises on certain rules, civic responsibility and human ethics and all the above-mentioned SDGs that support for women grievance cell including various workshops, seminars, environmental audits that address issues holistic development goals.

## 6. Problems encountered and resources required

### A. Problems encountered

- Strength of the class is often faced as a problem while conducting various activities based on specific SDG targets.
- Since the institution is on the outskirts of the main city of Mumbai, commuting is also often faced as a problem for staff and students both.

### B. Resources required

- The institution is well equipped with quality resources and collaborations with institutions/NGO's/educational speakers/government agencies/ external partners is maintained.

## BEST PRACTICES-2

### 1. Title of practice

**“Bridging academia and industry through live projects- a solution benefitting all.”**

### 2. Objectives of practice

- Solving real issues on an urban level.
- Hands on experience for students to prepare them better for the practical field.
- By conducting various site visits, case studies, surveys and apt documentation of observed scenarios, students have improved on their problem-solving skills on a professional level.

### 3. The Context

To address real-world challenges in urban settings, a practical approach to education is essential. By providing hands-on experience through site visits, case studies, surveys, and thorough documentation, students are better equipped for the practical field.

### 4. The practice

I. Mumbai inclusive urban vision (MIUV) - A MHADA colony project in Chandivali, Powai which focussed on solving real urban issues.

The areas that needed attention were the transportation and road safety, urban flooding and space making.

The study tackled Mumbai's urban flooding challenges, emphasizing upgraded drainage systems and green spaces to manage stormwater effectively. This approach aims to build a resilient, socially cohesive, and economically vibrant MHADA Colony. The selected site is well-connected to other parts of the city through major transport systems, including railways, metros, and BEST services. However, transport issues such as limited entry/exit points and encroachments on pathways lead to congestion and safety concerns. Proposed solutions include revising transport circulation and integrating pedestrian-friendly pathways. The area is prone to urban flooding due to its low-lying position and reduced permeable land, with solutions proposed at both macro and micro levels, such as creating a seasonal water catchment basin and decentralizing stormwater drainage to reduce flooding impacts. In terms of space-making, the MHADA colony faces challenges with

encroachments and maintenance. Design interventions focus on enhancing community bonds and improving public spaces to create a safer, more vibrant environment for residents.

II. Project documented in Lonavala which was a real client-based project and included students to collaborate with a practicing Architect to deliver apt and accurate solutions.

The Lonavala project, undertaken by students, was designed to enhance their skills in site studies, observational analysis, and the production of measured drawings and documentation. The course aimed to develop the students' ability to assess the potential of live sites and existing structures, enabling them to devise comprehensive site development and design proposals based on these assessments. Throughout the project, students demonstrated their ability to derive meaningful inferences from site studies and documentation, interpret user aspirations while balancing social, commercial, and sustainability factors, and generate innovative ideas for site development. Additionally, the project emphasized teamwork and collaboration, with students working constructively in teams and gaining valuable insights from external practicing professionals, including a Guest Architect.

iii. A project called “Pavilion” - also presented at NASA for the ANDC trophy; consisted of deep study and research conducted by students for the underprivileged community.

This project focused on creating a dedicated space for the children of labourers who work on construction sites. As architecture students, the objective was to ensure comfort for both workers and their families, addressing the often-neglected needs of those who contribute significantly to construction. Migrant labourers and their families face challenging living conditions, with children lacking access to safe and interactive spaces. The project aimed to design a space where children could explore activities, feel safe, and improve their well-being. Additionally, it envisioned an educational hub where labourers could learn about medical resources, government subsidies, and relevant laws. By providing a secure environment for children, the project intended to allow parents to work without safety concerns, while engaging children in activities that would expand their knowledge and opportunities utilizing available site materials.

**5. Evidence of success**

S.K.L.T.C.O.A has successfully enriched student learning by providing hands-on experiences through workshops and real-world projects. Collaborative projects with industry experts further enhance their skills, bridging the gap between academics and professional practice.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

**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:**

**Response :**

Smt. K.L. Tiwari College of Architecture, founded in 2016, which was earlier located in Nallasopara in the Thane district, a location that initially presented significant challenges for students due to its disconnect from the main city. The college's remote location made commuting difficult and limited students' access to essential urban infrastructure and technological innovations necessary for their architectural education. Students often faced challenges in engaging with the city's dynamic environment, which is crucial for understanding urban design and development. The need for a strong interaction with the city and exposure to its infrastructure and innovative technology became apparent as students sought to enhance their educational experience and connect theoretical knowledge with real-world applications.

The primary aim of Smt. K.L. Tiwari College of Architecture has always been to develop the individual traits of students, ensuring that they become aware of their passions and interests when it comes to choosing placements and pursuing higher education. To achieve this student-centric goal, the college emphasized the implementation of critical consciousness and self-awareness activities. These activities are designed to help students reflect on their strengths and interests, enabling them to make informed decisions about their future career paths and educational pursuits. Recognizing the importance of location in providing students with a comprehensive educational experience, the college eventually relocated to Mira Road, Thane. This strategic move placed students in closer proximity to the vibrant urban environment of Mumbai, keeping them connected with the hustle and bustle of city life. The new location offered better access to the city's infrastructure, diverse culture, and professional opportunities, enriching the educational journey and preparing students for real-world challenges.

To enhance students' awareness of diverse career paths within and beyond the traditional architecture syllabus, Smt. K.L. Tiwari College of Architecture established collaborations with various allied fields. These fields, although not included in the standard curriculum, offer significant professional opportunities. Examples include set design, graphic design, UI/UX design, heritage conservation, Vaastu Shastra, architectural journalism, and LEED/green building strategies. By categorizing these areas based on students' individual traits and capabilities, the college ensures that students can explore and pursue careers that align with their interests and skills. This approach allows students to engage with firms and professionals in these specialized fields, providing them with a comprehensive understanding of potential career paths and helping them make informed decisions about their future careers.

At Smt. K.L. Tiwari College of Architecture, the academic process is enriched through a series of carefully curated electives and workshops that foster strong bonds between expert faculty and students. This collaborative learning environment has opened numerous doors for students across the 1st, 2nd, and 3rd years, providing them with invaluable experiences and opportunities. Notable workshops include the "People Place Project" by Nisha Nair, which explored the relationship between community and space, and the Set Design Workshop, where students gained hands-on experience in theatrical design. Workshops by "Graphic Beyond" offered insights into advanced graphic techniques, while "Design Jatra" provided 2nd and 3rd-year students with an immersive design experience. The "Sankraman Studio" and "Alternate Angles for Documentation" workshops further enhanced students' skills in documentation and creative expression. These activities not only deepen the students' understanding of architecture but also cultivate a strong mentorship culture, paving the way for future success.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The institution has groomed through its challenges with a very student centric systematic, critical conscious and humanitarian approach. In 2020, SKLTCOA shifted to its new premises in Mira Road, which enhanced the facilities and opportunities to a great extent. This new campus having many other institutions of Engineering, Law, Hospitality, B.ED and Degree colleges, gave us a strong opportunity for interdisciplinary exchanges.

A boost in Incubation, international collaborations, Innovations, social awareness and Environmentally conscious initiatives was observed.

### **Concluding Remarks :**

In conclusion, SKLTCOA has found the challenging start to be the real strength for creating strategical plans prioritising student and faculty growth. We look forward for more flexible and beneficial opportunities with the implementation of NEP, which will be of great benefit to the critical conscious vision of the institution towards a humanitarian approach for benefitting the society at large.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification : 26 Answer After DVV Verification :25</p>																														
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>104</td> <td>127</td> <td>139</td> <td>136</td> <td>71</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>94</td> <td>127</td> <td>139</td> <td>136</td> <td>71</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	104	127	139	136	71	2023-24	2022-23	2021-22	2020-21	2019-20	94	127	139	136	71										
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2023-24	2022-23	2021-22	2020-21	2019-20																											
94	127	139	136	71																											
2.1.2	<p><b><i>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</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>19</td> <td>12</td> <td>24</td> <td>0</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	0	0	0	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	4	19	12	24	0	2023-24	2022-23	2021-22	2020-21	2019-20					
2023-24	2022-23	2021-22	2020-21	2019-20																											
0	0	0	0	0																											
2023-24	2022-23	2021-22	2020-21	2019-20																											
4	19	12	24	0																											
2023-24	2022-23	2021-22	2020-21	2019-20																											

3.3.1	<p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	0	0	1	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	0	0	0	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
0	0	1	0	0																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
0	0	0	0	0																	
3.3.2	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1016 1046 1151"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1229 1046 1364"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification documents .and the ISBN no. are not listed in UGC care.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	2	0	1	0	1	2023-24	2022-23	2021-22	2020-21	2019-20	1	0	1	0	1
2023-24	2022-23	2021-22	2020-21	2019-20																	
2	0	1	0	1																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
1	0	1	0	1																	
3.5.1	<p><b><i>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.</i></b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :2</p> <p>Remark : Input is edited as per metric .</p>																				
4.4.1	<p><b><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></b></p> <p><b>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)</b></p>																				

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
45.63	47.98	45.21	28.96	55.66

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5.3	1.36	11.38	11.93	2.86

Remark : considering only relevant claim input is edited .

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**

**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**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
62	53	35	24	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
88	81	61	68	00

Remark : Input is edited from 2.1.1 and 2.6.3

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	24	38	27	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	24	11	24	0

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	28	39	27	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	28	39	27	0

Remark : Input is edited from supporting documents of appointment letter and no proof provided for higher education.

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

**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.)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2	4	1	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	8	1	0	0

**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**

**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**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
8	17	3	12	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	00	0	00	0

Remark : Input is edited from supporting documents from the financial support ,less than 2000 per

faculty is not acceptable .

**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**

**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**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	18	7	13	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
13	14	7	13	5

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

**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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input is edited as ISO cannot be considered as the survey date is beyond the assessment period. AAA cannot be considered as it is done by internal team of applicant institution. No relevant activities on quality for option 3. No document for NIRF.

**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**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

**2.Extended Profile Deviations**

<b>Extended Profile Deviations</b>
No Deviations