



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>Rizvi College of Architecture</b>
◆ Name of the Head of the institution	<b>Meera Malegaonkar</b>
◆ Designation	<b>Principal</b>
◆ Does the institution function from its own campus?	<b>Yes</b>
◆ Phone no./Alternate phone no.	<b>02269778630</b>
◆ Mobile No:	<b>-</b>
◆ Registered e-mail	<b>rizviarchitecture@gmail.com</b>
◆ Alternate e-mail	<b>-</b>
◆ Address	<b>7th Floor, Rizvi Educational Complex, Off Carter Road, Sherley Rajan Village, Bandra (West)</b>
◆ City/Town	<b>Mumbai</b>
◆ State/UT	<b>Maharashtra</b>
◆ Pin Code	<b>400050</b>
<b>2.Institutional status</b>	
◆ Affiliated / Constitution Colleges	<b>Affiliated</b>
◆ Type of Institution	<b>Co-education</b>
◆ Location	<b>Urban</b>

◆ Financial Status	<b>Self-financing</b>				
◆ Name of the Affiliating University	<b>Mumbai University</b>				
◆ Name of the IQAC Coordinator	<b>Ejaz Kashmiri</b>				
◆ Phone No.	<b>02269778630</b>				
◆ Alternate phone No.	<b>02269778631</b>				
◆ Mobile	<b>-</b>				
◆ IQAC e-mail address	<b>iqac@rizviarchitecture.edu.in</b>				
◆ Alternate e-mail address	<b>-</b>				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://www.rizviarchitecture.edu.in/rizvi/pdf/ACCREDITATION/RCA%20%20SSR%20NAAC%202023.pdf">https://www.rizviarchitecture.edu.in/rizvi/pdf/ACCREDITATION/RCA%20%20SSR%20NAAC%202023.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
◆ if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.rizviarchitecture.edu.in/rizvi/pdf/AcademicCalender2223.pdf">https://www.rizviarchitecture.edu.in/rizvi/pdf/AcademicCalender2223.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>C</b>	<b>1.96</b>	<b>2023</b>	<b>02/11/2023</b>	<b>02/11/2028</b>
<b>6.Date of Establishment of IQAC</b>			<b>01/06/2018</b>		
<b>7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b>					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		
◆ Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>	
♦ Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	<b>Yes</b>	
♦ If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
♦ If yes, mention the amount		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
1.IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes.		
2 IQAC reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals From a perspective of streamlining academic processes, the institute, for its IQAS, has formulated a framework, wherein, organizational structure and roles & responsibilities, implementation strategies,assessment criteria and gap mitigation strategies are prepared. Various academic teams are formulated and faculty are assigned to each team. The individual teams are tasked with formulating the roles & responsibilities, deliverables & timelines for their respective team. The same is decided by the Principal, based on each faculty member's area of interest, expertise and personal discussions, wherein the intimation for meeting is sent through email, by the IQAC team member. The academic subject teams follow the course overview framework elaborated below. Stage I - Initiation of planning for the Academic Term Initiated by: Principal; Coordinated by: IQAC Stage II - Detailed planning for the upcoming semester Initiated by: Principal; Coordinated by: IQAC Stage III - Mid-term academic review, half-way through the ongoing semester Initiated by: Principal; Coordinated by: IQAC Stage IV - Semester-end review Initiated by: Principal; Coordinated by: IQAC		
3.Reviewing of the methodologies of teaching/learning helps to refine the same and propose more effective, efficient and innovative		

methodologies for the period ahead. IQAC has contributed in recording the incremental improvement in various activities.

4.IQAC has initiated creation of various platforms like interactive workshops and seminars where both the students and faculty members get a chance to learn new skills and adopt better teaching practices. RCA became a venue for various workshops like research methodology, brick arch as a load bearing element, bamboo as a building material and set design. RCA now believes in strengthening the entrepreneurship skills in its students since the college wants the students to be competent not only the field of architecture but also in related avenues like fine arts and visual art.In 2022 College became a platform for workshops like model making, kintsugi, resin art, fluid art, sketching and street art. Inorder to give the students of RCA a comprehensive understanding of the profession of architecture the college conducted various seminars in 2022-23. As part of the same practicing architects, academicians and researchers shared their thoughts on various topics like representation techniques and narrative communication for common understanding of an urban design proposal, rural architecture and its intricacies, importance of design ideologies, philosophy and critique in architecture etc. Friday forum was a platform where practicing architects of Mumbai interacted with students and discussed their works. Apart from the above design exercises were carried out in collaboration with Government and non government organizations.

5.IQAC has initiated the culture of thoroughly reviewing the teaching/learning outcomes which has led to an program outcome based education system in RCA.

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

Plan of Action	Achievements/Outcomes
<p>Creating a forum for discussions regarding the practices in the field of Architecture, Urban design, Heritage Conservation and allied domains Tools: Friday forums, interactive sessions</p>	<p>RCA reinstated the conduction of Friday Forum where a seminar was conducted by an invited speaker. It provided a platform to the professionals and academicians to directly interact with the students and faculty. Interactive sessions on topics like cost effective architecture, slum learnings, heritage and identity etc were conducted and architects and academicians were invited as speakers.</p>
<p>Practical exposure through workshops Tools: workshops</p>	<p>RCA conducted various workshops to strengthen the skills of students. Model making, kintsugi, resin art, fluid art, sketching and street art are a few of them.</p>
<p>Understanding the profession of architecture and urban design Tools: seminars and interactive sessions</p>	<p>RCA conducted seminars where professionals were invited to speak about their works and their experience in the field of architecture. This helped students not only to understand the architecture as a profession but also to expand their boundaries of architecture and design.</p>
<p>Working with various governmental and non-governmental organizations through collaborations and to promote interdisciplinary working and learning Tool: Academic exercises</p>	<p>RCA worked on collaborative projects with Tata Institute of Social Sciences and Anukriti. This has helped the RCA team of students and faculties to strengthen their capacity of observational learning. It has also helped them to become more productive, to work more efficiently and to come up with innovative solutions.</p>

<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
♦ Name of the statutory body	
Name	Date of meeting(s)
COLLEGE DEVELOPMENT COMMITTEE	06/06/2023
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2021-22	08/12/2022
<b>15. Multidisciplinary / interdisciplinary</b>	
<p>The New Education Policy (NEP) for India has introduced a paradigm shift in the country's education system. It emphasizes the need for multidisciplinary and interdisciplinary approaches to learning. These approaches encourage the integration of diverse fields of knowledge and promote a holistic understanding of complex issues. Rizvi College of Architecture (RCA) is currently undergoing a process to become compliant with the New Education Policy (NEP) for India. In order to meet the requirements of NEP, RCA is taking several steps to promote multidisciplinary and interdisciplinary learning in its curriculum.</p> <p>1. Develop Multidisciplinary Curriculum: One of the key steps RCA is taking is to develop a multidisciplinary curriculum that integrates knowledge from various fields such as technology, humanities, and social sciences. This will enable students to gain a broader understanding of their field and the world around them. In the academic year 2022-23, short term courses on research Writing and Set design were introduced to provide a wider avenue of learning to the students. Apart from that guest lectures by various professionals belonging to architecture and allied fields of Arts, History, and Research were conducted to expose the students and faculty to changing tides of pedagogy and practice.</p> <p>2. Facilitate Interdisciplinary Research: RCA is also encouraging its faculty and students to engage in interdisciplinary research. It is creating research clusters that bring together researchers from different fields to collaborate on projects. This will foster a culture of collaboration, innovation, and discovery. The recent example of the same is the collaborative elective between B. Arch. Semester 10 and M. Arch. Semester 2 &amp; 3 to map, document and analyze</p>	

the public clocks of Mumbai using Q-GIS as a platform.

3. Collaborate with Other Institutions: RCA is collaborating with other institutions to promote multidisciplinary and interdisciplinary learning. It is partnering with universities and colleges that offer courses in related fields to offer joint courses or research projects. RCA collaborated with CPD, TISS to conduct ground trothing for K-East ward in Mumbai based on the proposed land use In DP 2014-34. RCA also collaborated with Dept. of Architecture & Town planning, MBM University, Jodhpur to study and document the settlements of Chandelao, a heritage village near Jodhpur.

4. Implement Flexible Learning Models: To adopt the flexible learning models promoted by NEP, RCA is offering a range of courses and programs that cater to diverse interests and abilities. It is also providing hands-on learning opportunities such as internships, apprenticeships, and design-build projects to enable students to apply their knowledge in real-world contexts and develop relevant skills.

5. Provide Experiential Learning Opportunities: It is also providing hands-on learning opportunities such as workshops, internships, apprenticeships, and design-build projects to enable students to apply their knowledge in real-world contexts and develop relevant skills. Overall, RCA is committed to becoming NEP compliant and providing its students with a holistic and well-rounded education. By taking these steps, RCA hopes to prepare its students for the challenges of the future and enable them to contribute to society in meaningful ways. To bridge the gap between academia and practice, RCA organized various guest lectures by the professionals and academicians from diverse backgrounds through Friday Forum, Archfest, Seminars and workshops for the students.

#### **16.Academic bank of credits (ABC):**

The New Education Policy (NEP) for India advocates for the adoption of an Academic Bank of Credits (ABC) system. This system allows students to accumulate credits for each course they complete, which can then be transferred to other institutions or used towards obtaining a degree. Rizvi College of Architecture (RCA) is preparing itself to adopt the ABC system by promoting flexibility and mobility in its academic programs. RCA is following the UGC guidelines for ABC system ([www.abc.gov.in](http://www.abc.gov.in)). RCA is guiding the students to sign up for "Meri Pehchan" to create the ABC id. Alternatively, students are guided to create the ABC id using digilocker ([www.digilocker.gov.in](http://www.digilocker.gov.in)). The batches that got admitted post 2020, have been allotted the ABC IDs.

Here are some steps RCA is working on to adopt to the ABC system:

1. **Establish a Credit Transfer System:** One of the key steps RCA is taking is to establish a credit transfer system that allows students to transfer credits earned at RCA to other institutions. This will provide students with the opportunity to pursue their education across different institutions without losing credit for the courses they have already completed.

2. **Develop an Integrated Credit System:** RCA is also developing an integrated credit system that recognizes the value of courses taken in different fields. This will enable students to design their own learning paths and accumulate credits that can be used towards obtaining a degree.

3. **Create Flexible Course Options:** RCA is creating flexible course options that allow students to choose courses based on their interests and requirements. This will enable students to accumulate credits for the courses they complete and design their own learning paths.

4. **Promote Skill-based Learning:** To promote skill based learning, RCA is developing courses that focus on specific skills and enable students to accumulate credits for the skills they acquire. This will provide students with practical skills that are relevant to their profession

5. **Integrate Online Learning:** RCA is integrating online learning into its curriculum to provide students with access to a wide range of courses and learning resources that they can use to complement their classroom learning. RCA is planning to enable students to accumulate credits for online courses they complete

Overall, RCA is committed to adopting the ABC system to promote flexibility and mobility in its academic programs. By taking these steps, RCA hopes to provide its students with a well-rounded education that meets the requirements of the NEP and prepares them for the challenges of the future.

#### **17.Skill development:**

The New Education Policy (NEP) for India emphasizes the importance of skill development as a means of preparing students for the challenges of the future. Rizvi College of Architecture (RCA) is



currently in the process of adopting measures to promote skill development among its students as part of its institutional preparedness for the New Education Policy (NEP) in India.

RCA is taking several steps to become NEP compliant in terms of skill development.

1. **Identify Relevant Skills:** One of the key steps RCA is taking is to identify the relevant skills that are required in the field of architecture and design. RCA is assessing the technical and soft skills that students need to succeed in their profession.
2. **Develop Skill-based Courses:** RCA is also developing skill-based courses that focus on specific skills and enable students to acquire them. For example, RCA is developing courses that focus on sustainable design, digital fabrication, or architectural visualization. These courses will provide students with practical skills that are relevant to their profession. In 2022-23, two short courses on Research Writing and Set Design were introduced to develop the skills in conducting a research program and to develop temporary installations and learn the basics of art direction.
3. **Provide Hands-on Learning Opportunities:** RCA is providing hands-on learning opportunities such as internships, apprenticeships, and design-build projects to enable students to apply their skills in real-world contexts. In the last academic year, 18 elective courses were taken up to aid to the wider spectrum of architecture and allied fields. There were around 20 guest lectures, seminars and workshops that were organized to provide the practical training and hands on experimentation to the students.
4. **Collaborate with Industry:** RCA is collaborating with industry partners to provide students with exposure to the latest technology and trends in the field of architecture and design. Through Friday Forum, RCA provided a platform to young professionals to showcase their work to the students and discuss the challenges that the field possess. RCA also collaborated with COA to conduct a 5 day online Teacher's training program (TTP) for the academicians across the country. RCA and CPD, TISS jointly carried out ground trothing of K-East ward in Mumbai to assert the needs of local residents before the municipal elections.
5. **Conduct Skill Assessment:** To evaluate the proficiency of its students in different skills, RCA is conducting skill assessments. This will enable RCA to identify areas of improvement and provide targeted training to students who need it RCA is committed to

promoting skill development among its students as part of its institutional preparedness for the NEP.

By taking these steps, RCA hopes to provide its students with the skills they need to succeed in their professional endeavors and prepare them for the challenges of the future.

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Rizvi College of Architecture (RCA) is currently in the process of integrating the Indian knowledge system into its architectural and urban design curriculum as part of its institutional preparedness for the New Education Policy (NEP) in India. RCA is taking several steps to align its courses with the NEP and promote the Indian knowledge system in the context of architecture and urban design.

- 1. Promoting use of Indian Languages:** One of the key steps RCA is taking is to promote the use of Indian languages in its architectural and urban design courses. RCA is planning to provide language courses in Hindi, Marathi, and other regional languages to enable students to learn these languages and apply them in their architectural and urban design projects.
- 2. Promoting Indian Culture:** RCA is also promoting Indian culture in its architectural and urban design curriculum. RCA is developing courses that focus on Indian architecture, urban design, heritage conservation, and sustainability. This will enable students to understand the historical, social, and cultural context of India and its impact on built heritage and urbanization.
- 3. Using Online Courses:** RCA is exploring online courses to promote the Indian knowledge system in architectural and urban design. RCA is collaborating with other institutions that offer online courses related to Indian architecture and urban design to provide its students with access to these courses.
- 4. Collaborating with Indian Institutes:** To access resources and expertise in the field, RCA is in process of collaborating with institutes that promote the Indian knowledge system in architecture and urban design. RCA is planning to collaborate with institutes such as the Indian Institute of Technology (IIT), Bhandarkar Institute, and Indian National Trust for Art and Cultural Heritage (INTACH).  
**Organizing Workshops:** RCA is planning to organize workshops on the Indian knowledge system related to architecture and urban design for its students and faculty. These workshops will

provide students and faculty with an opportunity to learn and appreciate the Indian knowledge system in the context of architecture and urban design. RCA is committed to promoting the Indian knowledge system in its architectural and urban design curriculum as part of its institutional preparedness for the NEP. By taking these steps, RCA hopes to provide its students with a well-rounded education that meets the requirements of the NEP and promotes the Indian knowledge system in the context of architecture and urban design.

#### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Rizvi College of Architecture (RCA) is currently in the process of focusing on Outcome-Based Education

(OBE) as part of its institutional preparedness for the New Education Policy (NEP) in India. RCA is taking several steps to become NEP compliant in terms of OBE.

1. Identify Learning Outcomes: One of the key steps RCA is taking is to identify the learning outcomes that its students should achieve upon completing their courses. RCA is reviewing its curriculum to define the skills, knowledge, and attitudes that its students should acquire.

2. Developing Learning Outcomes for each course: RCA is also developing learning outcomes for all the courses it is conducting that specify what students should know and be able to do at the end of each course. This will enable RCA to design its courses to achieve the desired learning outcomes and assess whether these outcomes have been achieved.

3. Align Teaching and Learning Activities: RCA is aligning its teaching and learning activities with the desired learning outcomes. RCA is designing its teaching and learning activities to be relevant to the learning outcomes and help students achieve these outcomes.

4. Use Assessment Tools: To assess whether students have achieved the desired learning outcomes, RCA is using assessment tools such as rubrics, checklists, and tests. This will enable RCA to evaluate the effectiveness of its teaching and learning activities and identify areas for improvement.

5. Continuous Improvement: RCA is committed to continuously

improving its courses and teaching and learning activities based on the feedback from its assessment tools. This will enable RCA to refine its courses and teaching and learning activities to achieve the desired learning outcomes more effectively.

6. Industry Engagement: RCA is engaging with industry partners to ensure that its courses and learning outcomes are relevant to the current industry needs. RCA is collaborating with industry partners to design its courses to meet the requirements of the industry and prepare its students for the challenges of the future.

RCA is taking several steps to become NEP compliant in terms of OBE. By identifying learning outcomes, developing course learning outcomes, aligning teaching and learning activities, using assessment tools, continuously improving its courses, and engaging with industry partners, RCA is preparing its students for the challenges of the future and providing them with a well-rounded education that meets the requirements of the NEP.

## **20.Distance education/online education:**

Rizvi College of Architecture (RCA) is currently in the process of adopting Distance Education/Online Education as part of its institutional preparedness for the New Education Policy (NEP) in India. RCA is taking several steps to become NEP compliant in terms of Distance Education/Online Education. Here is the details

1. Develop Online Courses: One of the key steps RCA is taking is to develop online courses for its students that are relevant to the field of architecture and design. RCA is in the process of creating a Learning Management System (LMS) to develop and deliver these courses to provide students with the flexibility to learn at their own pace and at a time that suits them. Provide

2. Access to Digital Resources: RCA is also providing its students with access including remote access solutions along with effective library management software like KOHA to digital resources such as e-books, online journals, and databases. RCA also has an institutional repository, this will enable students to access the latest research and information in the field of architecture and design.

Provide Online Assessments: RCA is using online assessments to evaluate the progress and performance of its students. RCA is in the process of developing online assessments that assess whether

students have achieved the desired learning outcomes and provide feedback to students promptly. Each student and faculty have unique GSuit IDs by which Google Classrooms are used effectively

**Use Technology-Enabled Learning:** To facilitate interaction and collaboration among students and faculty, RCA is using technology-enabled learning such as video lectures, webinars, and online discussions. RCA is in the process of developing and delivering these learning methods to provide an immersive and engaging learning experience for its students.

**Collaborate with Online Education Providers:** RCA is exploring collaboration with online education providers to offer online courses and programs in architecture and design. This will enable RCA to access expertise and resources in the field and offer a wider range of courses to its students.

**Provide Technical Support:** RCA is providing technical support to its students to enable them to access and use online resources and platforms effectively. RCA is committed to ensuring that its students can learn effectively and efficiently.

### Extended Profile

#### 1.Programme

1.1	2
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

#### 2.Student

2.1	355
Number of students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	51
Number of seats earmarked for reserved category as per GOI/ State	

Govt. rule during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
2.3		112
Number of outgoing/ final year students during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
<b>3.Academic</b>		
3.1		33
Number of full time teachers during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
3.2		35
Number of Sanctioned posts during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
<b>4.Institution</b>		
4.1		14
Total number of Classrooms and Seminar halls		
4.2		10349902
Total expenditure excluding salary during the year (INR in lakhs)		
4.3		90
Total number of computers on campus for academic purposes		
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		
<b>1.1 - Curricular Planning and Implementation</b>		

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

The academic calendar is prepared as per Mumbai University and also takes into account IQAC suggestions. An effective delivery of the curriculum is prioritized in the preparation of the academic calendar and timetable adhering to the guidelines set forth by the COA. The academic calendar and timetable are made available through display on notice boards in all classrooms and staff rooms.

The curriculum is designed around core modules and students can also choose from a range of elective modules that allow them to specialize in areas such as urban design, digital design etc. Based on the pedagogical goals of both Mumbai University and COA, the institution prepares a teaching plan for each subject, including a schedule of the coursework to be covered throughout the semester. The plan is meticulously implemented and closely monitored to ensure the timely completion of coursework and the achievement of learning outcomes.

Upon completion of each subject, a comprehensive evaluation and examination process takes place. The outcome of the subject is thoroughly reviewed by the subject in-charge, the class in-charge, and the review team. Based on their recommendations, necessary actions are taken to address any gaps and build upon areas of strength.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	<a href="#">NIL</a>

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The academic calendar lays the schedule for the entire academic year which serves as a guideline for all curricular, co-curricular activities, study leave, exam period, commencement and conclusion of semesters, public holidays, Diwali vacation, Winter vacation and Summer vacation.

There is a transparency in the scheduling of the academic year through the display of the academic calendar on all notice boards for students and staff alike as well as sharing via email. An

individual notice is also shared as a reminder before every holiday and the commencement of exams, activities and vacation for all stakeholders. Individual notices are also shared to display the examination timetables. The IQAC coordinator ensures that the academic schedule is followed thus leading to an effective curriculum delivery.

For every subject, each deliverable for continuous internal assessment is written in the schedule/timeline and added in the Teaching Plan which is discussed and planned based on the academic calendar for that particular year. Each deliverable is assessed and marked for every subject and every month students are informed of their evaluation through the putting up of this assessment on notice board. Grievances are addressed and remedial classes are taken based on the learning each student.

File Description	Documents
Upload relevant supporting documents	<a href="#">View File</a>
Link for Additional information	<a href="#">NIL</a>

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University**

D. Any 1 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	No File Uploaded

## 1.2 - Academic Flexibility

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**



**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

2

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

**1.2.2 - Number of Add on /Certificate programs offered during the year****1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

2

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

35

**1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year**

35

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

**1.3 - Curriculum Enrichment****1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human**

## Values, Environment and Sustainability into the Curriculum

At Rizvi college of Architecture, the ethos is that of a vision of "A Humane Habitat" which asserts an imagination of an inclusive, sustainable built environment. The course is designed to sensitize the students to the various facets of the society and make a student aware of the realities of the society through observations, impressions, experiences and interactions. The students are required to inquire, read and mould their concepts and ideas to facilitate the questions of social stratification, gender, religion, community, culture, politics, and sustainability.

The college encourages students and prepares them for the challenges of an ever changing world. Students learn how to link practical/theoretical knowledge, theory/discourse and design. The various spatial explorations in the five years' ranges from an individual space to a community level and to a larger public institution. The context in which the space is being designed becomes the key design factor. Other factors are social, cultural, economic, political and ecological networks. Concepts of Inclusivity (Gender), Human Values, Environment, Sustainability are not only taught, discussed, debated in Humanities, Architectural Design studios, Architectural Theory classrooms but also imbibed in the curriculum as ways of living through electives, site visits and other activities.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	<a href="#">View File</a>

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

1

File Description	Documents
Any additional information	<a href="#">View File</a>
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<b>No File Uploaded</b>
MoU's with relevant organizations for these courses, if any	<b>No File Uploaded</b>
Number of courses that include experiential learning through project work/field work/internship (Data Template)	<a href="#">View File</a>

### 1.3.3 - Number of students undertaking project work/field work/ internships

35

File Description	Documents
Any additional information	<b>No File Uploaded</b>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

### 1.4 - Feedback System

**1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni**

**B. Any 3 of the above**

File Description	Documents
URL for stakeholder feedback report	<a href="#">View File</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View File</a>
Any additional information(Upload)	<b>No File Uploaded</b>

<b>1.4.2 - Feedback process of the Institution may be classified as follows</b>	<b>B. Feedback collected, analyzed and action has been taken</b>
File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<a href="https://docs.google.com/presentation/u/1/d/1-LkEkLr9QHpiTuWIVqijMP0JS3At1W5c/edit?usp=drive_web&amp;ouid=102199048730164835152&amp;rtpof=true">https://docs.google.com/presentation/u/1/d/1-LkEkLr9QHpiTuWIVqijMP0JS3At1W5c/edit?usp=drive_web&amp;ouid=102199048730164835152&amp;rtpof=true</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment Number Number of students admitted during the year</b>	
<b>2.1.1.1 - Number of sanctioned seats during the year</b>	
100	
File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>
<b>2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</b>	
<b>2.1.2.1 - Number of actual students admitted from the reserved categories during the year</b>	
5	
File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>
<b>2.2 - Catering to Student Diversity</b>	
2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners	
RCA believes that there are different methods of learning or	

understanding new information, the way a person takes in, understand, expresses and remembers information. RCA gives exposure to the students by encouraging them to participate in events to experience beyond the specified curriculum like solar decathlon (an event that focuses on empowering the next generation to combat climate change in the buildings sector)

As part of NEP (National education Policy) the college is conducting skill assessments. This will enable the college to identify areas of improvement and provide targeted training to students who need it. Promoting skill development among its students as part of its institutional preparedness for the NEP is also a goal of RCA.

RCA has a counsellor who helps students navigate the difficulties not only of their education but also of their mental and emotional health.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	<a href="#">View File</a>

### 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
355	33

File Description	Documents
Any additional information	No File Uploaded

### 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

Rizvi College of Architecture aims at enhancing learning experience which is holistic in nature for the students. These methods were aimed to foster a dynamic and engaging environment. Methodologies and approaches of experiential learning, participative learning and problem solving were incorporated in this regard.

Experiential learning approach such as hands-on exercises, model making, site visits and workshops were regularly conducted for the students for subjects of architectural design and building construction to complement theoretical knowledge. Site visits helped the students learn about settlements, cultural and historical context, construction details, understanding of materials and the built process. Documentation of various site visits and workshops aided in integrating vertical studios and learning process throughout the five-year curriculum.

Participative learning methods such as skits, debates and outdoor exhibitions were conducted for electives, humanities and allied design subjects. Besides this college encourage students to participate in inter college and national competitions. Collaborative exercises and student projects further aided in instilling a deeper understanding of architectural principles and cultivated essential skills related to critical thinking, observation and analysis. Problem solving methodologies which encouraged to develop critical thinking methods, observation, analysis and interpretation were incorporated to devise solutions to the studio and theoretical subjects.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	<a href="#">NIL</a>

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

**Google Classroom:** It is used to conduct any lectures online, digitally organize course/subject materials/resources and share them with students, maintain internal progress of every student in each subject, grade, assign, distribute and collect assignments.

**Whatsapp:** It is used for coordination between faculty members, administrative staff, Principal and Vice Principal, and coordination and communication of faculty members with students about any notices. Separate groups are made for every semester and every subject amongst faculty and students.

Each classroom is connected with projector and screen to show case the added teaching content

**Power Point Presentations:** It is used in conjunction with a projector to deliver lectures mainly for technical subjects.

**Youtube:** It is used to share recordings of panel discussions from Symposium, a conference event organized by the college.

**Google forms:** These are used for ideation for electives, dissertation, student council elections, etc.

**Softwares (AutoCad, Photoshop, Sketchup, InDesign, Microsoft Office):** These are made available in the computer laboratory and are open to students to use for their coursework.

**Digital library & remote access:** It provides a E-resources (Teaching aids, e-books, e-journals. Question paper) and students can access it from anywhere.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="https://rizviarchitecture.knimbus.com/user#/home">https://rizviarchitecture.knimbus.com/user#/home</a>

**2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )**

**2.3.3.1 - Number of mentors**

33

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	No File Uploaded
mentor/mentee ratio	<a href="#">View File</a>

**2.4 - Teacher Profile and Quality**

**2.4.1 - Number of full time teachers against sanctioned posts during the year**

33

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

#### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

##### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

0

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<a href="#">View File</a>

#### 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

##### 2.4.3.1 - Total experience of full-time teachers

220

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.



As Rizvi College of Architecture is an affiliated college, the College has to strictly follow the Internal Assessment System decided by the University to which it is affiliated. The College has developed a Standard Operating procedure (SOP) for assessment. The internal marking system includes marks for Assignment, live case studies, Presentation, Models and Drawing sheets. All the records related to internal examinations are kept carefully and sent to the University time to time in the format decided by the University. The Internal Evaluation Tests are taken at the end of every Semester as per the norms decided by the University.

College adopts two systems of assessment in a transparent way. One is Formative assessment and another is Summative assessment.. Performance of the learners will be assessed continuously through various strategies. All the rules, norms, examination pattern of the assessment process, schedule and conduct of examinations will be notified by the course teacher concerned, examinations committee and the Principal well in advance. Assessment of mid-term examinations will be carried out by the course teacher as per the examination guidelines. Answer scripts after assessment will be given to learners for verification and the errors/mistakes will be discussed by the course teacher concerned.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

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

The Rizvi College of Architecture (RCA) is dedicated to maintaining a fair, transparent, and efficient mechanism for dealing with internal examination-related grievances. we have established a clearly defined of 15 days which is time-bound procedure for handling examination-related grievances. Upon receiving an examination result, a student is allowed to apply for re-total and revaluation within 15 days. Also, students who wishes to raise a concern is encouraged to first discuss the matter with the relevant instructor. This dialogue often resolves minor misunderstandings and provides the student with valuable feedback. If the issue remains unresolved, the student may formally submit a grievance to our Examination Grievance Committee within 15 days. On receiving a

grievance, the committee initiates an investigation process. This includes a review of the examination in question, consultation with the relevant instructor, and consideration of the student's academic record. The student is also given an opportunity to present their concerns in detail. Every effort is made to resolve grievances within a specified time frame, within two weeks of receiving the complaint. we ensure transparency by keeping the student informed about the progress of their grievance.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	<a href="#">NIL</a>

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Before the start of every semester the faculty teams prepare the course structure for their respective subjects for all semesters. The programs and course content is based on the topics prescribed by the Mumbai University Syllabus. Furthermore the programs are tied with the College ethos and philosophy and also with the Theme for the studios. Vertical and horizontal integration of subjects are also planned at this stage in order to have a holistic and integrated approach towards building design. The course structure and timeline schedules for the respective subjects are shared with and discussed with the students at the beginning of the course so that they are aligned with the program and course outcomes.

RCA is currently in the process of focusing more on

1. Identifying learning outcomes by introducing a new concept called on Outcome-Based Education (OBE).
2. Developing Learning Outcomes for each course: RCA is also developing learning outcomes for all the courses it is conducting that specify what students should know and be able to do at the end of each course.

RCA is engaging with industry partners to ensure that its courses

and learning outcomes are relevant to the current industry needs. RCA is designing its teaching and learning activities to be relevant to the learning outcomes and help students achieve these outcomes. RCA is using assessment tools such as rubrics, checklists, and tests.

RCA is committed to continuously improving its courses and teaching and learning activities based on the feedback from its assessment tools.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	<a href="#">View File</a>

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Evaluation at RCA is designed to be comprehensive and constructive with use of range of assessment methods.

#### ASSESSMENT TOOLS USED FOR EVALUATION ARE

**INTERNAL SESSIONAL** - The teaching methods incorporated in various subjects include periodic evaluations of sessional work carried out for the theory subjects. Assignments include analytical drawings, sketchbooks, class presentations and group projects such as role-play through educational skits.

For design and technical studios, students are graded on their progressive work and mentor discussions through the semester. The final internal assessment is based on a compilation of the progressive marking and that of the final internal viva.

**EXTERNAL SESSIONAL** - Certain subjects as prescribed by the university have external viva voce that are conducted at the end of every semester. Experts from academia and industry are invited to assess the students work.

**THEORY EXAMINATION** - Theory examinations are conducted to certain subjects as mandated by the syllabus. Questions are framed as per

the entire syllabus

Examinations and external viva voce for Semester 6 and 10 are conducted by Mumbai University.

The results of the examinations and sessional assessment are analyzed every semester to identify the grey areas that are addressed in the planning of the next semester.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="#">NIL</a>

### 2.6.3 - Pass percentage of Students during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

112

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for the annual report	<a href="#">NIL</a>

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

[https://drive.google.com/file/d/1Rp4dZAfQEisBZzyVFvq2kCDbGbqFNT1b/view?usp=drive link](https://drive.google.com/file/d/1Rp4dZAfQEisBZzyVFvq2kCDbGbqFNT1b/view?usp=drive_link)

## 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 year (INR in Lakhs)

**3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****NIL**

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

**3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year****3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year****NIL**

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

**3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year****3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year****20**

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.2 - Research Publications and Awards

#### 3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

##### 3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

**NIL**

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

#### 3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

##### 3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

**1**

File Description	Documents
Any additional information	<a href="#">View File</a>
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

### 3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

**EXTENSION ACTIVITIES CONNECTING STUDENTS TO SOCIAL ISSUES**

**Semester 4 Architectural Design Studio is predominantly community-**

based and involves on site surveys, mapping and documentation of rural settlements. Students travel to the village, interact with villagers. S 4 documented Chandelao, Jodhpur, Rajasthan in Jan 2023.

In August 2022, Semester 5 students participated in Wall Art and playground building at Saphale in association with Anukruti (NGO). They designed and executed wall graffiti and built playspaces for children of M.S. Pokar School & Junior College located beyond Vasai-Virar.

A wall mural of the theme 'what oceans give us' was painted by 15 students from Semester I over a period of one week, in Jan 2023 under the newly built Gundavali metro station in collaboration with MMRDA.

In February 2023, 20 Semester 4 students painted the interiors of Signal Shala Samarth Bharat Vidyapeeth over in collaboration with Anukruti (NGO).

In Jan-Feb 2023, 30 students of Semester 5 engaged with various local communities across Mumbai including the potters from Dharavi, Musicians in Bandra, street vending stalls across the city, patiwalas in Dongri and wood carvers in Bandra as part of a photo documentation project. Students of Semester 2 made documentary films on fisherwomen, roadside laundries etc.

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	<a href="#">View File</a>

### 3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

#### 3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

2

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of awards for extension activities in last 5 year(Data Template)	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>

**3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**4**

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	<b>No File Uploaded</b>
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	<a href="#">View File</a>

**3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**

**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**83**

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	<b>No File Uploaded</b>
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

**3.4 - Collaboration**



**3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year**

2

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded

**3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year****3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year**

2

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	No File Uploaded
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

RCA has classrooms, laboratories, computing equipment etc. The land has area 6235 Sq.m (built up 1629.1 Sq.m). Total built up planned for future development estimates to 4790.97 Sq.m. There are 7 working studios for architectural students (122 Sq. M to 178 Sq. M). Survey and material testing lab and workshop space is present.. Model making room is 67 Sq. M (6th floor).

Plumbing, sanitation, electrical/firefighting lab, material museum

.,administratareive office spaces,library, computer centre and a stationary stall are present in RCA.

There are two toilet blocks(female students/staff andmale staff/students) and an additional one (gender neutral) toilet. 288 Sq.MConstruction yard is on the terrace floor. There are 4 lectures halls ranging from 65 Sq.M to 73 Sq.M on 5th floor.Auditorium and seminar hall are shared with other departments.Common canteen of around 300 sq. area is located on the first floor. Staircase, mid-landings and passage ways are transformed into art galleries on sixth and seventh floor.E-library gives access to archives, conference presentations and newspapers cuttings. Language laboratory with the documented videos is available within the e-library facility.

The RCA has anAnti-Ragging cell andaseparate committee on prohibition of sexual harassmt of women.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="#">NIL</a>

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

Rizvi college of Architecture has an indoor sports facility that is around 375 Sq. on 6th floor, that includes 2 table tennis tables, 2 carom boards and 3 chess boards. There is ground near auditorium for sports activities like badminton, basketball, yoga and exercises. There is a gymnasium room on the ground floor that is 400sq.m equipped with exercising machines, seating and Changing area

An enclosed and semi open Auditorium with 500 and 1000 seating is situated on 3rd and ground floor respectively hosting cultural, conference and other extracurricular activities. It is attached with one green room of about 75 sq.ms equipped with sound systems, 4 mikes with other presentation equipment's like laser pointers, laptop, HDMI cables, Mike stands and speakers. An enclosed auditorium about 500sq.m is situated on the third floor.

A multi-religion prayer and girls' room of approximately 20sq.m with

tables and seating sofa for female staff and student's fraternity is situated on sixth floor. A prayer area for male students, staff and faculty department is present on the terrace landing. A separate section within the washroom is constructed for cleaning before prayers. RCA has sports ground with cricket and basket ball ground too,

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="#">NIL</a>

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

**14**

**4.1.3.1 - Number of classrooms and seminar halls with ICT facilities**

**14**

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

**4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

**5.1119**

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	<a href="#">View File</a>
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

Name of Library Management Software: KOHA

Name of the Institution repository software: - DSPACE

Fully Automated

Automation Year: -2016

Version: 21.11.12.000 recently updated

#### Modules in LMS Software

1. Circulation: - Issue-return, Hold, Overdue, Overdue with fine.
2. Patron: - Readers Database -adding new reader, category wise readers list, expiry date for membership of reader
3. Search: - Boolean search with different item types can be searched on the homepage of KOHA LMS & through web-opac.
4. Item Search: - From barcode no.
5. Serials: - Periodicals detail.
6. Cataloguing: - For catalogue entry -with all MARC tags.
7. Acquisition: - Budget & vendor management- for all material.
8. Report: - Various reports related to circulation, acquisition, accession report, statistic etc.
9. Tools: - Label creation, barcode creation, Patron card creation, library Notices, calendar- holiday definition, overdue notice, import facility for bulk readers.
10. KOHA Administration: -deals with library policies, administrative module
11. KOHA Web-OPAC:-.For searching the books.

#### Library Collection

Library collection 6117 books ( 62 E-books) . subscription 16 National journals, 6 International Journals (9 E-journals), 2 databases(Charles Corrrea archive, K-hub). Buildofy videos are purchased on perpetual basis 210 CD's , students project report 1704. From May 2023 Remote access solution- Knimbus and J-Gate instead of K-hub

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	<a href="http://rcalibrary.in">rcalibrary.in</a>

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

**A. Any 4 or more of the above**

File Description	Documents
Upload any additional information	<b>No File Uploaded</b>
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**3. 68839**

File Description	Documents
Any additional information	<a href="#">View File</a>
Audited statements of accounts	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)****4.2.4.1 - Number of teachers and students using library per day over last one year**

53

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of library usage by teachers and students	<a href="#">View File</a>

**4.3 - IT Infrastructure****4.3.1 - Institution frequently updates its IT facilities including Wi-Fi**

The Rizvi College of Architecture has well furnished Computer Lab on 7th floor. There is 1 server equipped with Windows 2019 Standard having processor of Intel (R) Xenon (R) Bronze 3106 CPU @1.70 Ghz. 16 GB RAM System, type -64 bits OS operating system. LAN connection is provided, for internet service with 100 Mbps bandwidth.

From 8:00 am to 5.00 pm, IT facility is provided for students. LAN connection is provided, for internet service here. Apart from this, there are 8 routers with a speed of 100 mbps; facilitates Admin, library, classrooms, central staffrooms, passages etc. The computer lab is well-furnished having 40 number of PC various works of students. The computer lab facilitates printing, scanning and surfing. The total of 09 A4 size printers are installed 1 in Lab, 3 in offices, 1 in Library 3 in Faculty rooms and 1 in Principals Cabin. In computer lab 2 scanners installed. All Studios / classrooms are equipped with PC, LCD Projector, Audio system, INTERNET connectivity, CCTV that can be used by student /staff /guest faculties etc. Administration department is provided with 10 dedicated PC with LAN and net connectivity. It has ERP software to look after all admission processes.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**4.3.2 - Number of Computers**

90

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Student – computer ratio	<a href="#">View File</a>

#### 4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

##### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

19.825

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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

The institute has proper standard operating procedure for maintenance of spaces. Daily cleaning and hygiene is maintained under supervision of office superintendent by housekeeping team. If any repairs required then it is resolved immediately like maintenance of AC, Tube lights, fans etc. is done on periodic interval and as and whenever is needed.

Library data is managed by library software KOHA & daily maintenance of library physical collection is taken up by library team. All the journals subscription, AMC is done on time to time. Library is upgraded with the latest technology. For the computer lab, a separate team is looking for maintenance of the computer equipment's as well as the hardware and software of the same. The entire college premises are CC TV monitored, which is maintained and checked weekly. There are in total 25 nos. of cameras located at various locations and are monitored on two screens, one in the principal's cabin and by O/S. The Institute has incorporated an ERP system for the easy and efficient record maintenance for the students and the faculty. The administration staff looks into the maintenance and update of this system along with the company who had provided the system.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	<a href="#">NIL</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

**144**

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>

#### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution /



**non- government agencies during the year****5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year****NIL**

File Description	Documents
Upload any additional information	<b>No File Uploaded</b>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**B. 3 of the above**

File Description	Documents
Link to institutional website	<b>Nil</b>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year****0****5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year****NIL**

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**A. All of the above**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

2

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

<b>5.2.2 - Number of students progressing to higher education during the year</b>	
<b>5.2.2.1 - Number of outgoing student progression to higher education</b>	
3	
File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>
<b>5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b>	
<b>5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year</b>	
3	
File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	No File Uploaded
<b>5.3 - Student Participation and Activities</b>	
<b>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 year</b>	
<b>5.3.1.1 - 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 year.</b>	
6	

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

#### STUDENT COUNCIL

The student council is elected through a fair and transparent process where student council of previous year under the guidance of faculties conduct the election

#### Role of Student Council

The College has an active student council body comprising of students from first to final year under the various categories that take the charge of co-ordinating college activities. This council represents the students and also help to communicate the needs and facilities of and for the students.

#### ADMINISTRATIVE & CO CURRICULAR ACTIVITIES

The Council is led by the primary post holders elected from the final year students.

- ♦ The president - Final year
- ♦ The General secretary - Final year
- ♦ Treasurer - Final year
- ♦ Vice president - Third year

Along with these primary post, each class has four Class Representatives (2 males & 2 females) to maintain the hierarchy and to represent and manage their class during the events

#### Committee

There are various committees which comprises of a committee head (third year student) and an assistant (second year student) that leads the respective team under it. The various post and committees under the council body are as follows.

- ◆ Seminar
- ◆ Exhibition
- ◆ Cultural
- ◆ Sports
- ◆ Graphics
- ◆ NASA

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	<a href="#">View File</a>

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

#### 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

2

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	<a href="#">View File</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

**NIL**

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	No File Uploaded

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**

**E. <1Lakhs**

File Description	Documents
Upload any additional information	No File Uploaded

## **GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 - Institutional Vision and Leadership**

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The mission statement centres on developing sincere professionals with high ethical standards, intellectual honesty, clarity of thought, innovation, and creativity, implies that the institution's governance should uphold these values.

#### **New Education Policy (NEP) Implementation:**

The New Education Policy (NEP) of India has initiated a paradigm shift in the nation's education paradigm, with an emphasis on multidisciplinary and interdisciplinary approaches. These encourage integration of diverse knowledge areas and foster a holistic comprehension of intricate issues RCA's pledge to adhere to India's NEP underscores its dedication to multidisciplinary learning. RCA has integrated humanities, engineering, and social sciences into its curriculum to foster a broader architectural perspective among its students, aligning with NEP's guidelines and its mission to develop innovative leaders.

#### **Sustained Institutional Growth:**

RCA's leadership facilitates an environment conducive to learning and innovation. They have implemented an efficient administrative structure, which enables RCA to adapt to the evolving educational landscape, thereby ensuring sustained growth.

**Short-term and Long-term Institutional Perspective Plan:**

RCA formulates detailed short-term and long-term plans to navigate its path towards leadership, innovation, and social responsibility. These perspective plans encompass various institutional aspects, including curriculum design, research focus, infrastructure development, and faculty training, ensuring alignment with RCA's overarching vision and mission.

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

RCA's practice of decentralization reflects its commitment to fostering an environment of intellectual honesty and comprehensive development. The strategic distribution of responsibilities ensures smooth operation and contributes to the institution's continued growth. The active participation of all its members, is reflected in faculty involvement in decision-making bodies. Class coordinators ensure the coordination between various faculties assigned for each semester as well as are responsible for compilation of assessment of all subjects, attendance of their class, etc. Each batch from 1st year to 5th year of Bachelor of Architecture and 1st and 2nd year of Master in Architecture is assigned two class coordinators. Subject in charges ensure the coordination between faculties and students for each subject and are also responsible for all duties pertaining to that subject. Each subject has 1 subject incharge. All appointments mentioned above are timely rotated every academic year. The institution also incorporates various committees and assigns leadership positions within these committees to ensure participative management. Some of the committees include Placement Cell. The final decision in any matter lies in the hands of the principal. Such inclusive practices strengthen the commitment to decentralization and participative management.

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Rizvi College of Architecture has formulated a strategic plan poised to redefine its institutional development over the next five years. This plan is a comprehensive blueprint that focuses on modernizing the institution with an eye towards future-readiness in the field of architecture education. Here are the key focus areas:

- ◆ Contemporary Pedagogy
- ◆ Integration of Indian Knowledge Systems and Sustainability
- ◆ Holistic Student Development
- ◆ Industry oriented skill development
- ◆ Interdisciplinary, multidisciplinary, flexible and technology enabled learning methods
- ◆ Promotion of innovation and research
- ◆ Faculty development to equip them for new age education
- ◆ Augmentation of infrastructure
- ◆ Wellbeing of faculty and staff members

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	<a href="#">View File</a>

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

RCA established in the year of 1992, is part of Rizvi Education Society (RES), Mumbai, Maharashtra.

At RCA, the principal is assisted by the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC). The CDC, consisting of management, faculty, staff, industry experts,



students, and alumni, advises the principal on matters of infrastructure development, policy, finance, and planning. The IQAC, headed by the vice principal of RCA, is responsible for overseeing documentation and quality control for all institute activities.

The college comprises departments such as Academic Programs (Masters, Bachelors, Diploma), Finance, Administration, Library, Research & Development, Student Council, Alumni Association, and more. Various committees, cells, and grievance redressal units are mandated by the University of Mumbai, with their heads reporting to the IQAC. This structured approach facilitates comprehensive management and quality assurance within the institute.

Faculty appointments follow procedures and service rules established by the UGC, Government of Maharashtra, Council of Architecture (CoA), and Mumbai University. Faculty approvals are obtained from Mumbai University, and visiting faculty members are appointed according to CoA rules.

Various grievance redressal mechanisms are available to students, faculty, and staff, in line with the rules set by the University of Mumbai.

File Description	Documents
Paste link for additional information	<u><a href="#">NIL</a></u>
Link to Organogram of the Institution webpage	<u><a href="https://www.rizviarchitecture.edu.in/rizvi/pdf/organogram.pdf">https://www.rizviarchitecture.edu.in/rizvi/pdf/organogram.pdf</a></u>
Upload any additional information	<b>No File Uploaded</b>

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**

**A. All of the above**

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

The following welfare measures are taken up for the teaching and non-teaching staff:

- Employment Provident Fund provision.
- Wifi facility on campus.
- Printing facility.
- Donation Drive for staff in any emergency situations.
- Provision of breakfast on Independence Day and Republic Day.
- Free of cost travel for study tour.
- College encourages staff to enhance their skill all assistance is provided. Teaching staff is offered financial assistance to participate in Teachers Training Program.
- Celebration of birthdays of all staff members is done

Non teaching staff provided with 12 casual leaves and 30 Earned leaves for year and teaching staff is provided with 16 casual leaves along with 2 vacations. Besides this all Mumbai university declared norms for holidays are followed. Leave attendance record is maintained transparently.

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	No File Uploaded

### 6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

#### 6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

8

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

### 6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

#### 6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

3

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

### 6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

#### 6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

14

File Description	Documents
IQAC report summary	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>

#### 6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

NIL

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	No File Uploaded

### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Fees Receipts, Cheques, NEFT, etc. are prepared as per date of receipts. Cash Receipts prepared for ATKT exams receipts, transcripts, sale of old newspapers etc. are also deposited into bank a/c after making normal cash expenses. Bank payments for Salary, Remuneration to visiting faculty's, supplier payment etc. are supported by payment voucher for its due payment. Apart from

statutory deductions viz EP Fund and Professional Tax, Salary Tax and visiting faculty's Remuneration Tax is monthly considered for its due deduction while making monthly payment. Salary, Remuneration, Increment if any made then added to salary as per the Management of the Rizvi Education Society. The receipts and payments for the above mentioned are entered into a tally accounting package which gives the final figures. After the tally figures are calculated, receipts and payments are reconciled with bank statements for the monthly balance figure. Discrepancy in tally figure and bank figure are enquired.

Tally final accounts are finalized on the financial year ending by following mercantile system of accounting and then it is audited by the statutory auditor of the Rizvi Education Society. Audit is conducted during August - September following March ending of accounts.

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	<a href="#">View File</a>

#### 6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

##### 6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

**NIL**

File Description	Documents
Annual statements of accounts	<b>No File Uploaded</b>
Any additional information	<b>No File Uploaded</b>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

**The fees from the students sanctioned by the fees regulation**

authority is the primary mode of recipient of funds. This forms the primary grounds of sanctioning the stipend for the teaching, non-teaching staff and other infrastructural repairs. However, based on the estimated recipient of annual fees, the funds are allocated for various sections.

The management of Rizvi Education society primarily aims in regular upgradation of infrastructure, trending methods and techniques for deliverables. The prime importance is given to infrastructure. The college motivates the students to perform better which are further eligible for multiple scholarships. The student receives scholarships from various Government/Non-government bodies depending on their performance and eligibility.

The dynamics of distribution of funds are monitored in a way that enables the student's certain relaxations with respect to time in payment of fees. The distribution is pre sanctioned by the management before the commencement of the academic year for smooth functioning. The periodical audits are conducted.

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	No File Uploaded

## 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

Various academic teams are formulated and faculty are assigned to each team. The individual teams are tasked with formulating the roles & responsibilities, deliverables & timelines for their respective team. The same is decided by the Principal and IQAC coordinator based on each faculty member's area of interest, expertise and personal discussions, wherein the intimation for meeting is sent through email, by the IQAC team member. The academic subject teams follow the course overview framework elaborated below.

Stage I - Initiation of planning for the Academic Term

Stage II - Detailed planning for the upcoming semester.

Stage III - Mid-term academic review, half-way through the ongoing semester

Besides this in order to enhance the academic excellence various supporting activities are carried out such as guest lectures, workshops, site visit etc. Teaching plans and design brief formulated

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	<a href="#">View File</a>

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

**IQAC-RCA has been periodically reviewing to major policy initiatives.**

- 1) **Choice based systems:** RCA is adopting CBCS system proposed by Mumbai university from 2014. RCA has been adding more electives for the broader choice.
- 2) **Teaching Plan:** - teaching plans along with design brief shall take into consideration the current social economical issue and the same shall be in accordance with Mumbai university syllabus.
- 3) **Internship/Site visit:** -Through internships and field visit our students are well prepared for industry. RCA is inviting various industry experts for expressing their views. Through such interactions students are aware of latest trends.
- 4) **workshops, Technical hands On:** - By means of various workshops and computer technology and extra classes students are able to apply what they learn and convert theoretical concepts into practical reality.
- 5) **Alumni Interactions:** - RCA is having very rich alumni collaborations. Prominent and distinguished RCA alumni visit our college and interact with students thereby motivating them to explore various niches of architectural profession.

File Description	Documents
Paste link for additional information	<a href="#">NIL</a>
Upload any additional information	<a href="#">View File</a>

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**A. All of the above**

File Description	Documents
Paste web link of Annual reports of Institution	<a href="#">NIL</a>
Upload e-copies of the accreditations and certifications	<b>No File Uploaded</b>
Upload any additional information	<b>No File Uploaded</b>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Rizvi College of Architecture since its establishment has always had a very high standard of Values and Aspirations for itself. In addition to being essential to social advancement and sustainable development, gender equality is a fundamental humanright. The young people of today are the future, and they are essential to creating a society that is inclusive and equitable.

1. Specific facilities provided for women in terms of Safety and security, Counseling, pad dispensers are provided.

2. Ladies washrooms and common room is provided



3. To address various issues related to Gender Stereotypes " Gender and the City" a skit was enacted at an outdoor classroom at The Steps Bandra.
4. There is no pay disparity or discrimination amongst the faculty. Everyone is treated and paid equally.
- 5 Celebration of Women's Day through a small gathering in the college which also focuses on talks about women empowerment. Each and every staff member is felicitated by management on 10th March 2023 Counseling a
6. Author Talk is arranged. women faculties who are authored the book , they talked about their journey, felicitated by the college on 8th March 2023
6. All the students are treated equally. There is no gender discrimination amongst the students.
7. CCTV cameras are installed all over the college for safety.
8. Discussions of gender equality are open and always welcomed by the institution.
9. Maternity & paternity Leave is provided
10. To address the women's grievance women's grievance cell( vishkha committee) is established

File Description	Documents
Annual gender sensitization action plan	<a href="#">yes</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">a.safety and security b. counseling c. common room d. pad dispenser, women grievance committee, maternity leave</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-**

**E. None of the above**

**based energy conservation Use of LED bulbs/  
power efficient equipment**

File Description	Documents
Geo tagged Photographs	No File Uploaded
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

At Rizvi college of Architecture, we have started the initiative as follows:

-Collection: Separating recyclable materials from general waste at the source, manually through students' association.

-Sorting: After collection, materials are sorted based on their type - Paper waste, glass waste, plastic waste etc. This is done manually by students.

The sorted waste is then collected by the Waste management Agency. Further they take care of the waste by upcycling/recycling etc.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	<a href="#">NIL</a>
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

E. None of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Any other relevant information	No File Uploaded

### 7.1.5 - Green campus initiatives include

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

**E. None of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	No File Uploaded
Any other relevant documents	No File Uploaded

### 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

**E. None of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment**

**D. Any 1 of the above**

with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	<a href="#">View File</a>

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Every student and staff member can voice their opinions and express themselves free of any discrimination or prejudice truly upholds the principles we stand for. Despite being a minority institution, we welcome everyone from diverse backgrounds. Students come from economically weaker backgrounds are supported and assisted by our institute, assuring no lack in their experience and education. Our college celebrates all the festivals, and ensures that holidays are given to students and staff on such occasions. We are proud to say that there has never been a single celebratory gathering or event that has not begun with the prayers of different religions. Language barriers are tackled by allowing our students to speak and express themselves through any medium and in any language, without hindrance.

We ensure that a healthy atmosphere is retained at the institute level and never allow any discrimination based on colour, caste, creed, or religion to creep in and dampen the effect of education which is the right of each and every human here on this planet.

Careful measures are taken to include even the disabled and atypical students in every activity and event. We take great efforts in catering to every student's special needs.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Rizvi College of Architecture effectively celebrates National Days of significance including Republic Day, Independence Day and Constitution Day. The celebration is attended by students, teaching and non teaching staff. The celebration includes hoisting the flag, singing the national anthem, taking the oath, speeches related to the topic and distribution of sweets. This sensitizes the students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens.

Professional Practice as a subject is taught in 4th and 5th year to the students of Bachelor of Architecture. Teaching this particular subject sensitizes the students to their moral obligation to the society as architects, acquaints them their duties and responsibilities and holds them accountable for their contribution to the city and neighbourhood. It also teaches them the code of conduct, ethics and repercussions as a professional within the field.

The students of Bachelor of Architecture and Masters in Architecture collectively form a students council through the conduction of elections. This entire process sensitizes the students to their obligations as voters as well as, as representatives and holds them accountable for their values, rights and duties towards their fellow students, institution and society.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized</b></p>	<p>C. Any 2 of the above</p>
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File Description	Documents
Code of ethics policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Rizvi College of Architecture celebrates all festivals and commemorate days over the entire academic year. Recognizing and commemorating both national festivals and international days adds depth to the academic experience and transcends national boundaries. These occasions provide an opportunity for students to engage in the contribution to their understanding of the interconnected world. Such celebrations contribute significantly to the overall development and awareness of students.

**Founder's Day:** Celebration of Rizvi Group of Institutes' establishment and its contributions.

**World Architecture Day:** Recognising and celebrating the significance of Architecture globally.

**Republic Day and Independence Day:** Celebrating the nation and promoting civic responsibility. Flag hoisting event commences at 8:00 am followed by speech delivered by the principal.

Yoga Day: Health awareness and promoting well-being through yoga.

International Women's Day: Empowering women through various drives.

Festivals like Diwali, Eid and Christmas are also celebrated by college.

These celebrations cover a wide range of topics, promoting physical and mental well-being,

cultural diversity, civic engagement, and social inclusivity. These celebrations contribute not only to the cultural and social enrichment of the college community but also play a role in shaping well-rounded and socially responsible individuals.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

The best practices successfully implemented by the institution are as follows:

### 1. PROMOTING THE CAMPUS AS AN ART AND DESIGN SPACE FOR MUMBAI

Rizvi College of Architecture has hosted exhibitions based on documentation of food and Bhistee community in Mumbai by photographers Aslam Saiyed and MS Gopal. We have also hosted an art exhibition by Pratik Dhanmer on our campus. These exhibitions are open to the local community and the campus serves as an art venue in a city starved of such public spaces.

### 2. COMMUNITY PROJECTS

Rizvi College of Architecture has been involved in community projects including Ground Truthing of K-East ward with Centre for Promoting Democracy - Tata Institute of Social Sciences, Mumbai. We

have conducted the GIS mapping and Gap identification of public amenities in K-East ward in Mumbai. Our students have documented pedestrian routes in Bandra and exhibited it in public domain at The Bandra Festival. The house names of an East Indian neighbourhood in Bandra were documented as a part of BANDRA SIGNAGE PROJECT and maps, postcards and an exhibition was set up for the people of Bandra on our campus. Our students participated in a community art project at Govandi with Community Design Agency.

File Description	Documents
Best practices in the Institutional web site	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

RCA, since its inception, has been actively engaged in research related to human habitats, establishing itself as a key player in this field.

A significant aspect of the college's contribution is its organization of international conferences. Starting with the International Conference for Human Habitat (ICHH) held from 2001 to 2018, these conferences have served as pivotal platforms for dialogue and discourse on habitat design. In 2019, the conference evolved into 'Samuday', spotlighting the collaboration with the Aga Khan Foundation on habitat research in Indore, which culminated in the publication of 'Indore: Dialogue in Existence'. Since 2020, the conference has been rebranded as the Architecture and People International Conference (APIC), continuing its legacy of fostering discussions among experts, researchers, policymakers, designers, students, and faculty members.

Additionally, RCA's commitment to research extends to documenting various communities' habitats. Noteworthy publications include "Shanag - A Humble Hinterland" and "Uncharted Hamlet of Jhuntamara, Odisha", each exploring distinct village cultures. Complementing these conferences, the college regularly organizes 'Friday Forums', featuring dialogues and expert lectures. RCA also organizes online symposiums like 'Voices of Mumbai' in 2022, where global experts also can present their views, research as there is no tyranny of distance for online medium.



File Description	Documents
Appropriate web in the Institutional website	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3.2 - Plan of action for the next academic year

RCA's strategic plan aims to redefine institutional development by prioritizing key focus areas. The strategy underscores the importance of Contemporary Pedagogy, emphasizing the incorporation of modern teaching trends and technologies to prepare students for the dynamic architectural landscape. Additionally, the plan integrates Indian Knowledge Systems into the curriculum, fostering a holistic and culturally rich understanding of architecture.

Holistic Student Development takes center stage, focusing on the holistic growth of students, encompassing technical skills, professionalism, and ethical values essential for their future careers. Industry-Oriented Skill Development addresses the relevance of practical skills, bridging the gap between academic learning and real-world application.

The strategy embraces interdisciplinary learning methods, emphasizing flexibility and technology-enabled education for a broader perspective. The plan promotes a culture of innovation and research through the development of an incubation center, encouraging inquiry and creativity among students and faculty.

Recognizing quality education begins with well-equipped educators, the plan prioritizes Faculty Development for New Age Education, providing training and resources for effective content delivery. Augmentation of Infrastructure focuses on upgrading physical and digital facilities to create an environment conducive to advanced learning. Finally, the wellbeing of faculty and staff members is acknowledged as vital to the institution's overall health and effectiveness.