

COLLEGE OF ARCHITECTURE

Internal Quality Assurance Cell **QUALITY MANUAL**

1st October 2022
ISSUE NO 5

“VISHWAKARMA” M. D. LOTILIKAR VIDYA SANKUL, GATE NO. 1,
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(A) ISSUE CONTROL CERTIFICATE



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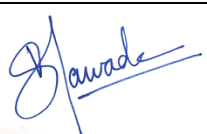

Ar. Himani Tawade Parte
IQAC Co-ordinator, IES's COA

	
Prepared by: IQAC Co-Ordinator Prof. Himani Tawade	Approved by: Principal Prof. Vinit Mirkar



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(C) RECORD OF REVISIONS

Section No.	Revision No.	Date of issue	Page No.	Nature of Revision	Signature of Principal



	
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(D). LIST OF CONTROLLED COPY HOLDER

Copy holder	Copy No.
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Principal	1
NAAC Co-ordinator	1
Reference copy (Library)	1

Controlled copy in PDF version is available to all personnel of IESCOA on authorised issue from principal.

	
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(1) COLLEGE PROFILE

1.1 About Indian Education Society

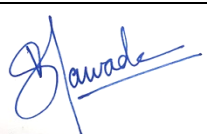

The humble beginnings of Indian Education Society can be traced back to January 1912 when five devoted teachers (Late Shri Nagesh Mahadev Kale, Late Shri. Krishnaji Mahadeo Barre, Late Shri Deshmukh, Late Shri Aras and Late Shri Koranne) laid the foundation of the King George English School, now known as the 'Raja Shivaji Vidyalyaya'. The Indian Education Society was formally founded on 29th September 1917 in Dadar, Mumbai with the noble objective of creating an institute for the all-round development of education. They were aware that education played a very important role in the rapid advancement and overall development of the country.

Thus since its very inception, the Indian Education Society has been pursuing the ideals of imparting quality education to the masses. Today, it has 62 schools and 3 colleges all over the city, thereby expanding their vast reach of educational institutions in Mumbai. IES aims at inculcating the right values in students who will be the makers of tomorrow, in accordance with its motto: 'Value Addition through Education'.

1.2 About IES College of Architecture

The advent of the Indian Education Society into the mainstream of Higher and Technical Education was imminent. Recognizing the growing need for professionals in the field of Architecture, Indian Education Society's College of Architecture was started in 1995 with the aim of molding architecture students into high caliber professionals.

Presently, the IES's College of Architecture offers 'Bachelor of Architecture' degree, as a five years' program, under University of Mumbai. This course is conducted in semester pattern with examinations held in every semester. Through the years, the college has produced toppers at both institutional and University level, and has always remained active on an extra-curricular level by participating at various Architectural Competitions and other events.

	
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(2) VISION, MISSION, QUALITY POLICY

2.1 Vision:



To develop the minds of architectural students for continual learning and professional competence.

2.2 The Mission:

To educate students to become responsible, well trained and socially committed professionals who will respect the richness of Nature, diversity of culture and through continuous professional development make significant contribution to a sustainable and eco-friendly built environment.

2.3 Quality Policy:

To provide learning environment that inspires students and teachers of architectural education to attain knowledge and skills in an effective manner. Towards this, IES Management is committed to set up Quality Management Systems that support and accommodate the unique learning needs of everyone and facilitate positive human relationship and strive for excellence.

	
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(3) SCOPE & EXCLUSIONS

3.1 Scope:

This Quality Manual provides statutory and regulatory policies and procedures for imparting the knowledge to students of five-year Bachelor's course of Architecture in Indian Education Society's College of Architecture (IESCOA) affiliated to University of Mumbai.

Quality Manual is the top tier document for IESCOA.

	
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(4) NORMATIVE REFERENCE

IESCOA has developed its Internal Quality Assurance Cell based on requirements of University Grants Commission's XII plan Guidelines for establishment and Monitoring of the Internal Quality Assurance Cells in Colleges. (2012-2017).

The standards used while developing the quality management systems at IESCOA are:

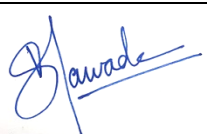

- A. University of Mumbai (UOM)
- B. Council of Architecture (COA)
- C. Directorate of Technical Education (DTE)
- D. Fee Regulatory Authority (FRA)
- E. Admission Regulatory Authority (ARA)
- F. National Assessment and Accreditation Council (NAAC)

	
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(5) TERMS AND DEFINITIONS

Terms	Definition
Audit	Systematic, independent and documented process for obtaining audit evidence and evaluating it objectively to determine the extent to which the audit criteria are fulfilled.
Continual improvement	Recurring activity to increase the ability to fulfil requirements.
Corrective action	Action to eliminate cause of a nonconformity or other undesirable situation
Stakeholder	People who are directly related to the institution and a part of its core functioning. Management of IES, Students of IESCOA, Faculty, Staff, Parents and Alumni.
Stakeholder's satisfaction	Stakeholder's perception of the degree to which the their requirements have been fulfilled.
Document	Information and its supporting media
Educational process	Process resulting in educational product
Organization	Indian Education Society's College of Architecture
Preventive action	Action to eliminate the cause of a potential nonconformity or other undesirable situation
Procedure	Specified way to carry out an activity or a process
Quality	Degree to which a set of inherent characteristic fulfils requirements

	
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Quality plan	Document specifying which procedure and associated resources shall be applied by whom and when to a specific product, process or contract
Quality management system (QMS)	Management system to direct and control on IES with regard to quality
Quality Manual (QM)	Document specifying the QMS of an organization
Training	The act or process of providing or receiving instruction in or for a particular skill, profession, occupation, etc.

	
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(6) ABBREVIATIONS

Terms	Definition
IESCOA	Indian Education Society's College of Architecture
IES	Indian Education Society
COA	Council of Architecture
MASA	Maharashtra Association School of Architecture
MR	Management Representative.
NATA	National Aptitude Test in Architecture
NAAC	National Assessment and Accreditation Council
IQAC	Internal Quality Assurance Cell
QIP	Quality Improvement Programme
IQA	Internal Quality Audit
MRC	Management Review Committee
UOM	University of Mumbai

	
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(7) INTERNAL QUALITY ASSURANCE CELL

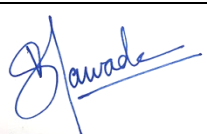

The Internal Quality Assurance cell (IQAC), previously known as Internal Quality Audit Committee, was established in the year 2015 for the sustenance and enhancement of the Institute's overall quality. The IQAC Committee functions cohesively towards planning the processes related to all its stakeholders (Faculty, Students, Staff, Parents, Alumni), Academics, Non-Academic and extra-curricular activities.

It has been revised as per the 12th Plan Guidelines published by UGC. (https://www.ugc.gov.in/pdfnews/0899501_IQAC-guidelines-for-University.pdf) and guidelines for IQAC by NAAC. (http://naac.gov.in/images/docs/AQAR_ONLINE/IQACAQAR_Guideline_Universities-12-03-2020.pdf)

As per these guidelines, IESCOA Management is committed to maintain, continually analyse and improve its effectiveness.

7.1 IQAC Structure



Sr no	Position	Member Names
1	CHAIRPERSON	PRINCIPAL – PROF. VINIT MIRKAR
2	MANAGEMENT REPRESENTATIVE	DIRECTOR – PROF. GAURISH CHANDAWARKAR
3	IQAC CO-ORDINATOR	PROF. HIMANI TAWADE
4	FACULTY MEMBERS	PROF. SHILPA CHANDAWARKAR PROF. SUNEETA SAMANT PROF. SANKET MHATRE PROF. KIRAN RAO PROF. DNYANESH NAIK
5	ADMINISTRATION OFFICERS	MRS. SONAL KULKARNI

	
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6	INDUSTRY EXPERTS	AR. NIKHIL MAHASHUR AR. ANUJA SAWANT
7	STUDENT REPRESENTATIVE	ARYAN PARANJPE
8	LOCAL REPRESENTATIVE	Mr. SANTOSH NAIK

7.2 Functions of IQAC

- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Collection of feedback responses from students, parents and other stakeholders on quality related institutional processes.
- Documentation of the various programmes/activities of the College, leading to quality improvement.
- Acting as a nodal agency of the college for coordinating quality-related activities, including adoption and dissemination of good practices.
- Development and maintenance of institutional database for the purpose of maintaining / enhancing the institutional quality. (ALUMNI DATA, STUDENT DATA, FACULTY DATA, STAFF, FDPs etc.)
- Development of the Annual Quality Assurance Report (AQAR) of the College based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format.

	
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(8) CORE PROCESSES OF IES's COA

For smooth execution of all activities related to the institute, continual enhancement of the product quality and ease of IQA Audits, IES's College of Architecture's Internal Quality Assurance Cell has identified and deliberated the processes to be followed for various activities.

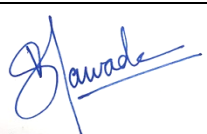

These processes are divided into PRIMARY and SECONDARY PROCESSES.

8.1 The primary processes are:

- 8.1.1 Student admission process
- 8.1.2 Imparting architecture and architecture related education
- 8.1.3 Evaluation process

8.2 The secondary processes are:

- 8.2.1 Purchasing processes
- 8.2.2 Library
- 8.2.3 Laboratories, workshops, seminars and projects
- 8.2.4 Supporting services
- 8.2.5 Additional processes.

	
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8.1 PRIMARY PROCESSES

8.1.1 Student admission process.



The process of admissions in IESCOA is regulated by the Admission committee. The processes are based on the rules laid out by Council of Architecture, Admission Regulatory Authority, DTE (Directorate of Technical Education) and State CET Cell.

INTAKE

Intake of the college of Architecture is 60 seats, as per COA norms.

ELIGIBILITY CRITERIA

Eligibility Criteria for admission to First Year Degree course in Architecture is as per the information brochure published from time to time by the concerned statutory bodies.

	
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8.1.2 Imparting Knowledge

The process of imparting education at IES's COA functions in a well-organized manner. Affiliated with University of Mumbai, IESCOA follows the University syllabus which offers B.Arch. program of 5 years,

Based on the experience and expertise, the teaching staff is divided into Branch Heads, Class in-charges, Subject in-charges and subject team members. IES's COA, apart from core faculty members also appoints visiting faculty, from the profession / industry, for imparting education wherever required. This outsourcing process is controlled by defining the competency requirements of visiting faculty.



Planning and execution of the teaching process is conducted in the following manner.

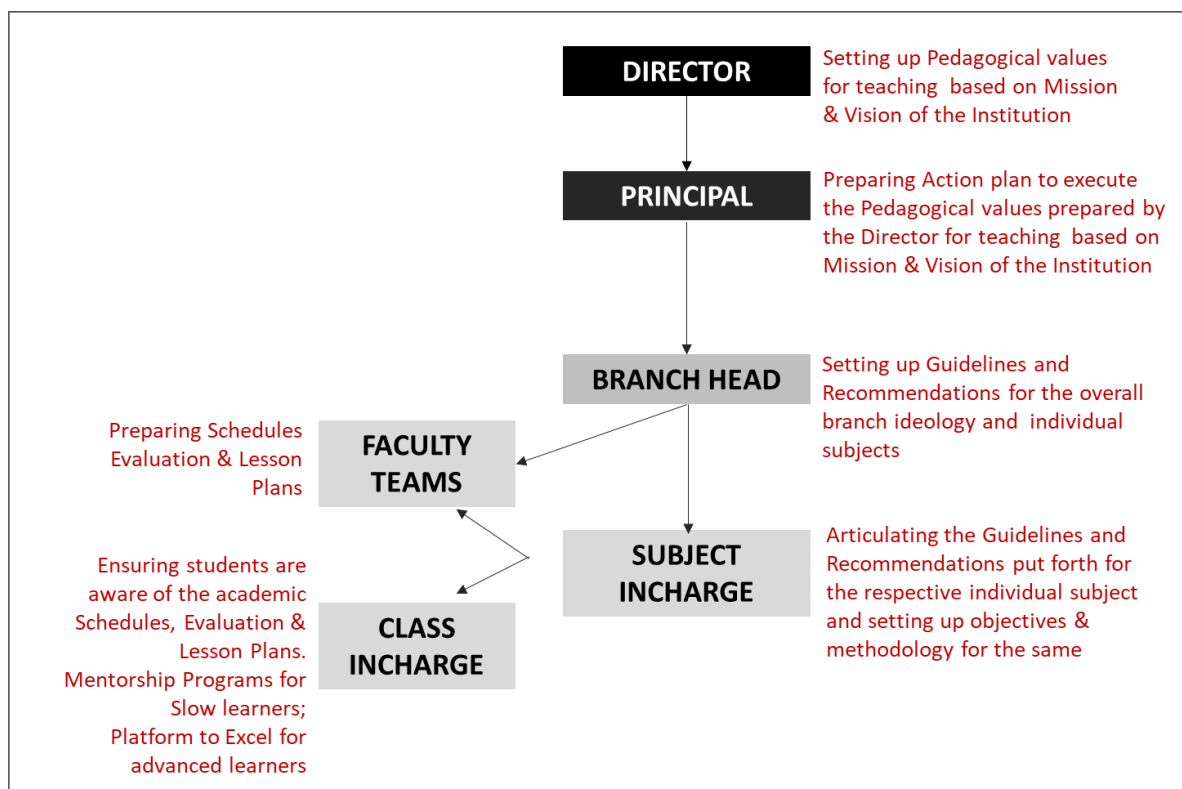
Principal prepares academic planner and timetable, wherein every subject is allotted with a subject in-charge and a team of faculty members. Each subject comes under one of the following branches, namely

- i. Design
- ii. Allied Design
- iii. Technology
- iv. Humanities



Each branch is headed by a senior faculty called as Branch head, who with respect to the syllabus, needs of the profession and capacity of students, prepare guidelines for planning the content of each subject.

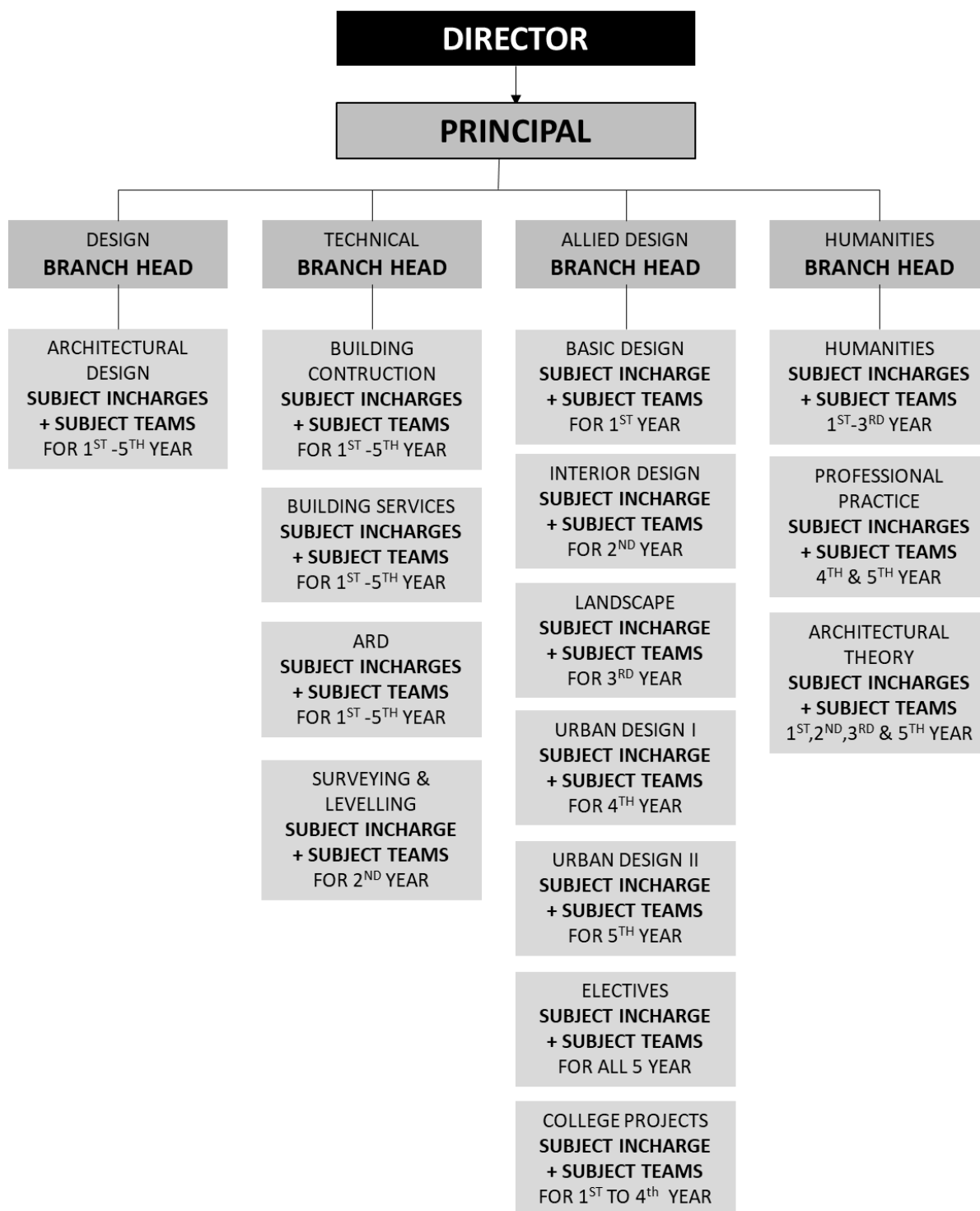
Based on the guidelines provided by branch heads, the subject in charge and team prepare the semester wise Course Overview and Subject schedule (Lesson and Evaluation Plan). This plan is reviewed by the branch heads and improvised if required. On finalization of the same from Branch heads, Principal and Director, the course overview and subject schedules are officially displayed in the studios for awareness of students.



	
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Following is the Academic organizational structure within the faculty of IESCOA for imparting education.

	
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8.1.3 Evaluation:

Evaluation of students' work is done in two stages. First stage is sessional work, where students are given the assignments and their work is evaluated by the subject faculty in form of tests, general evaluation or juries. Depending upon the subject, experts from the field or faculty from other institutions or practicing architects are invited to evaluate student's work and give them critical guidance.

The second stage is the theory examinations held at the end of every semester. Examination committee regulates the exam schedule, question papers and evaluation. The results of both the stages are checked by the examination committee for any discrepancies and the final results are displayed on the notice boards.

THE EVALUATION PLAN & LESSON PLAN

The document includes :



Course Objectives – Aim & Methodology for the respective studio/subject

List of Lectures based on Syllabus

Internal Review Dates – with Deliverables & Marking Weightage mentioned

External Review Dates – with Deliverables & Marking Weightage mentioned

Dates for Guest Lectures, Field Visits, Workshops etc

	
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8.2 SECONDARY PROCESSES

8.2.1 Purchasing processes:

Purchasing process in IESCOA is carried out in the following sequence



- a) Budget for purchasing the items is given by the respective committees / administration to the Director / Principal.
- b) On approval, the purchases are made by Indian Education Society.

8.2.2 Library:

The library is one of the learning resources of the institute formed to deliver easy access to reading resources to the students and faculty members. It is used to enhance and encourage a comprehensive learning and teaching experience. Library staff continuously make the students about the facilities and services offered through the library for efficient use.

Library space is located on the 5th Floor. It has an area of about 170 sqm approximately. The library contains about 6,500 books, journals, and periodicals as well as e-resources. It is automated by AEMS (Advanced Educational Management System) which is fully customized and has OPAC access for online search of the library catalog.

It is monitored by a Library Committee. The committee conducts one meeting per semester to understand and respond to the issues of library functioning, activities, upgradation, budget, other services, and improvements.

	
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8.2.3 Laboratories, workshops, seminars and projects:

Our faculty members strive towards providing a wholesome learning experience to the students through combination of theoretical and practical teaching experiences. As a support to this the college provides various laboratories which students can use for practical learning along with theoretical learning.

- i. Computer lab: IES's COA has a dedicated computer lab comprising of 80 computers, installed with the latest licensed software required and used by students from first year to final year.
- ii. Building Materials Lab: This lab displays various materials like tiles, plumbing fixtures, brochures etc. for reference of students.
- iii. Virtual reality Lab: This is the age of virtual reality. Students of architecture are now heading towards developing detailed models using software which can be experienced at live scale from exterior as well as interior locations of the design. To do this college has provided its students with a VR lab where they can experience their designs at 1:1 scale for better understanding and improvisation.
- iv. Carpentry Workshop: A carpentry workshop is available for students to explore their work in timber or similar material.
- v. Climatology Lab:

In addition to permanent workshops, the institute also is in continual process of organizing guest lectures, talks, seminars and exhibitions which can enthuse students and also lead to interaction between students of different years, alumni, faculty, professionals and experts from different fields.

IESCOA also provides opportunity to students to work in its Design Cell where they can get professional experience before their internship or as a full time career.

	
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8.2.4 Supporting services:



For maintaining an optimum working environment, the IESCOA has supporting services as follows.

- i. House Keeping: A well trained staff of housekeeping, makes sure to keep the premises in clean and tidy condition.
- ii. Security: Security personal from a trained security agency are allotted at various locations to ensure safety of students and staff at all points of time.
- iii. Annual Maintenance Contracts: IESCOA being well equipped with infrastructure like Lighting, Air conditioners, Fire Fighting system and CC TV Cameras to ensure safety, security, comfort and hygiene of the stakeholders. There is a contract made with concerned agencies for ensuring the regular maintenance of the same.

8.2.5 Additional processes:

Extra-Curricular processes involve all those processes undertaken at IESCOA for betterment of students, faculty, staff, profession and society as a whole, which are as follows.

- i. Extra-Curricular Activities for Students: Programs / Events / Competitions (Cultural, professional, sports, any other kind of.) organised by the institute for students. It also includes programs organised in collaboration with industry, community or NGOs.
- ii. Faculty training programs: Faculty Development Programs (Professional development, orientation, Induction, courses etc.) organised by institute for upgradation of faculty members.
- iii. Feedback:
- iv. Appraisals:
- v. Alumni Update

	
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i. Extra-Curricular Activities for students.

At IES College of Architecture, various academic and non-academic programs such as Guest lectures, cultural events, sports activities, workshops etc. are organized by faculty or the student council.

AVARTAN (Annual Cultural Festival), FOUNDATION DAY CELEBRATION, CONVOCATION, MARATHI DIVAS, TRADITIONAL DAY, SPORTS WEEK, are few of the programs conducted in the institution every year. While events like guest lecture series, workshops, walks, blood donation camp, awareness camps etc. are conducted on a planned basis depending upon the need of the time and students.



For smooth planning and execution of such events, following process is defined to be followed by the program / event in charge.

- a) As far as possible preplan the events and mention the dates in Academic Calender.
- b) Prepare the event budget and submit the same to accounts department.
- c) Make students aware about the program in advance through poster, social media, college website, class announcements etc.
- d) Record attendance of participants for the event (students, faculty, staff and guests). This record shall be documented in a dedicated folder (soft & hard copy) with the administration department.
- e) Document the event through photography and/or videography. Maintain the documentation.

ii. Faculty Development Programs (Professional development, orientation, Induction, courses etc.) to be attended by faculty members for self-upgradation.

Self-upgradation of faculty members is considered a highly important process of imparting education. Accordingly, at IES's COA, faculty members are encouraged to attend workshops, induction programs, conferences and seminars to continuously upgrade their knowledge and skills. In order to facilitate of this activity, following process is defined.

- a) Faculty willing to attend any self-upgradation program (FDP, conference, workshop, seminar etc.) shall intimate the same to

	
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principal through email, along with all the details of the program, cost and their intention behind attending the same.

b) On approval from principal, the official formalities shall be completed either by the administration department or the faculty (depending upon the source of program).

c) On completion of all formalities, faculty shall attend the program sincerely and provide a report of their learnings.

iii. Feedback

Feedbacks help in assessing the quality of any activity / process / product. At IESCOA, the content the product is the content (syllabus) taught to students and the process includes the teaching-learning.

Feedbacks related to these are taken from students, faculty, alumni and Employers. It is taken through the AEMS (Advanced Education Management System) software twice a year.

Following are the feedbacks taken from students.

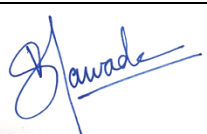

- a) Student feedback on teaching-learning process (As per NAAC 2.1.7)
- b) Student feedback on infrastructure
- c) Student feedback on Faculty
- d) Student feedback on syllabus and its transaction (As per NAAC 1.4.1)
- e) Faculty feedback on syllabus and its transaction
- f) Employer's feedback on syllabus and its transaction.
- g) Alumni feedback on syllabus and its transaction.

iv. Appraisals:

Faculty Appraisals is an essential system which was executed by the principal through an appraisal form and interview. The same is under revision and will be implemented from academic year 2023-24

v. IQAC Audits:

IQAC audits are conducted once in a year by IQAC Co-ordinator of IES's COA and the report is submitted to the college for the required corrective actions and improvements.

	
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(9) DOCUMENTATION

9.1 Documents of IQAC

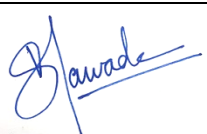

IESCOA has established and maintained a quality manual that includes

- a) Vision, Mission and Quality policy of IES's COA
- b) The scope and functions of the Internal Quality Assurance Cell, including justification for exclusions.
- c) The documented procedures established for the Internal Quality Assurance IQA

9.2 Control of Documents

The purpose of document control is to ensure that documents related to Internal Quality Assurance Cell are continually updated and are available for use.

- a) All controlled internal documents are approved for adequacy prior to issue. The Quality Manual is prepared by IQAC Co-ordinator along with respective committee heads and approved by Principal. Principal approves the master copy of format.
- b) The documents are identified by title and identification number.
- c) Changes to manual and current revision status are identified by indicating revision number and by making the changes in bold / italics as applicable. Revision in formats indicated in master copy only.
- d) Relevant versions of applicable documents are made available at point of use for effective and ease of functioning.

	
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- e) Obsolete documents are removed to preclude its use. Any obsolete documents retained for legal or knowledge preservation purpose is identified, by stamping 'OBSOLETE'
- f) Hard controlled copy of manual is prepared by printing the master copy and identified by stamping 'CONTROLLED COPY'. Soft copy is available as PDF version.
- g) Reissue is identified numerically and cancels all previous revisions.
- h) Revisions are documented in 'Revision History Sheet'

9.3 Issue of Documents

The issue control for all controlled documents is exercised by IQAC Co-ordinator.

9.4 Revision to Document



Revisions are initiated when a system error is identified or error is identified as a result of IQA audit or Corrective and Preventive action is taken or suggestion from personnel. Revision history is maintained in respective document. Correction of typing error is not considered as revision.

9.5 Documents – Electronic Media

Documents maintained in electronic media, security, back up and virus control details are covered in support services.

9.6 Data of External Origin

Document control is applicable to document of external origin such as legislations circulars, accreditation regulations, mark sheets received from MU, and circulars/notices issued from MU, COA, MASA and inspection report of regulatory bodies, QMS standards like NAAC etc. The control of such documents in under the principal

	
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(10) MANAGEMENT RESPONSIBILITY

10.1 Management Commitment

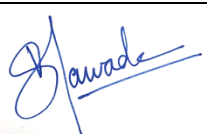

The Management of IES'S COA strive for continual improvement through feedback from all stake holders and improving upon the education process. The commitment and leadership of the IES's COA management is visible through the proper environment created by

- Establishing quality policy and quality objectives.
- Ensuring availability of resources necessary for achieving objectives.
- Communicating to all about the importance of meeting the student's requirements as well as the legal and regulatory requirements.
- Conducting IQAC Audits at least once a year to review and verify the Quality Management System.
- Measuring the IES COA's performance in order to monitor the fulfilment of the defined quality policy and quality objectives.

IESCOA has appointed various committees to review effectiveness of operating systems as well as Quality Management System.

10.2 Customer Focus

IES's COA has woven all activities including QMS around the needs and expectations of its primary customers i.e. students and secondary customers like society at large. Accordingly, IES COA's management ensures that the implied needs of students like classrooms and studios equipped with necessary teaching-learning tools, qualified faculty, modern teaching techniques, library, laboratories, IT facility, hostel, clean, quiet and healthy working environment etc. have been complied with. In order to ensure that

	
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the students are facilitated with the good quality of resources and education, the system of feedback is also in place.

10.3 Quality Policy

The quality policy (Ref. QM/IESCOA/2) describing overall intentions and directions with regard to quality of processes related to imparting knowledge is defined and communicated to teaching and non-teaching staff. Principal ensures that the quality policy is understood, implemented and maintained. IES COA's quality policy provides a framework for establishing and reviewing quality objectives. The quality policy is reviewed by the Management to ensure its continuing suitability in meeting the changing needs of customers.

10.4 Quality Management System Planning.

Principal is responsible for quality planning (Annexure III) focussing on the processes needed to meet quality objectives and strategy of IESCOA effectively and efficiently. Quality planning is done through syllabus, course overview and subject schedule competency of faculty, financial and infrastructure resource planning, process approaches, operational controls, management reviews through various committees, IQAC etc. IESCOA ensures that organisational changes like introduction of new faculty, moving location, addition of personnel etc. are within the framework of QMS.

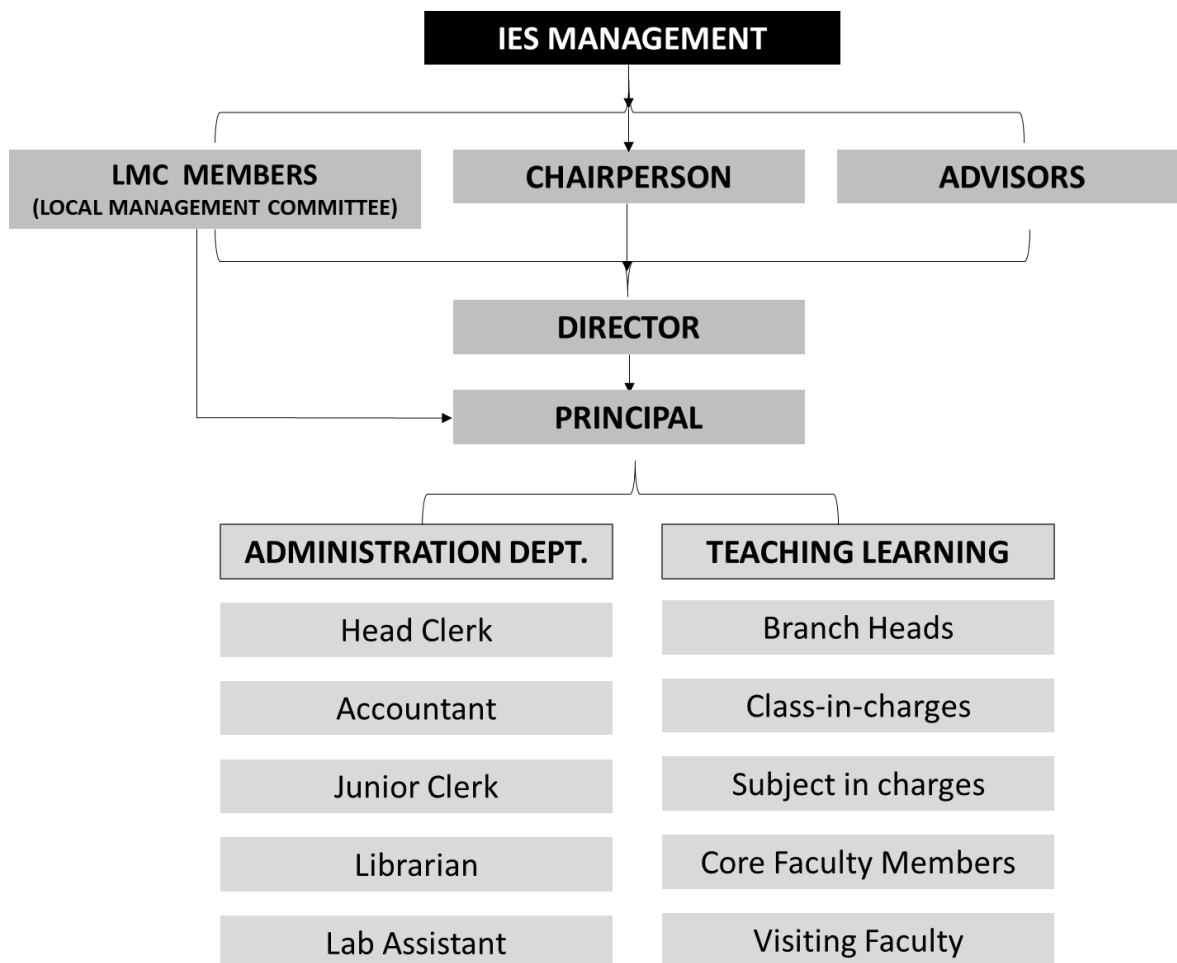
	
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(11) RESPONSIBILITY, AUTHORITY AND COMMUNICATION

The responsibilities and authorities are assigned to personnel to enable them to contribute to the achievement of quality objectives and establish their involvement, motivation and commitment. The responsibilities & authorities of Principal, Faculty and Administrator are covered in Quality Manual.

Reporting structure is defined through the organizational chart.





	
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11.1 Principal

The principal provides vision leadership and direction to the IES's COA and strive to achieve excellence in all the pursuits in terms of:

- Define and document quality policy and objectives and its commitment relevant to Institute's goals & customer's expectations.
- Authorize Quality Manual.
- Take corporate policy decisions for maintenance and improvement of Quality Management System.
- Provide adequate resources for effective implementation of QMS
- Academic and administrative management and leadership
- Monitoring and evaluating Academic activities
- Promotion of inter and intra – institutional interaction
- Interaction with architectural firms and regulatory bodies
- Implementation of systems advised by Managing Council
- Managing internal review meeting
- Preparation of academic calendar for all the programmes of the academic year and its proper implementation.
- Sourcing of faculty members for all the subjects in all the programmes.
- Attending to the problems of students and faculty members related to the academic matters.
- Taking action in case of deviations and keeping the Management informed about such deviations.
- Organising activities which are incidental to core academic activities and essential for the development of the students like, guest lectures, site visits, seminars, personality development programmes etc.
- Suggesting to Management about the improvement in the quality of academics based on the information received from the faculty members and students.

	
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11.2 Faculty Members (Professor, Associate Professor, Assistant Professor and Studio Assistant)



Following are the responsibilities of the faculty members.

- Ensure that the Quality Policy and Quality objectives are understood, implemented and maintained at all levels.
- Provide adequate support for implementation and maintenance of QMS and continually improve its effectiveness.
- Developing resource material
- Imparting knowledge as per syllabus ensuring effectiveness of teaching process through contemporary innovative methods.
- Maintaining class discipline.
- Identification and taking remedial action for slow learners.
- Assignment related to examination and evaluation.
- Assisting the Principal in committee work, projects, institute building activities etc.
- Assist in administration.
- Mentoring, counselling and monitoring students.

In addition to these, faculty members are also given the following responsibilities:

11.2.1 Branch Head

- ✚ Assimilate data as an input for content management and framing objectives.
- ✚ Review of course content planned by the subject I/C
- ✚ Review of subject schedule drafted by subject I/C
- ✚ Evaluate performance of subject faculty (F/GN/16) by regular visits to classes and interaction with the faculty. Follow up actions from the previous semester need to be considered for evaluation of the ongoing semester.
- ✚ Identify training need (if required) for subject faculty.
- ✚ Conduct review meetings (F/GN/19) for evaluating the progress of the subject i.e. subject schedule, content delivery, assignments etc.



	
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11.2.2 Class in Charge

- ✚ Send letters to parents of attendance defaulters as per University of Mumbai's ordinance.
- ✚ Organize Parent-Teacher meetings as per University requirement.
- ✚ Plan the time table of the semester.
- ✚ Perform responsibilities of subject I/C in his/her absence.
- ✚ Attend review meeting of the semester with Branch Heads and take suggested action.

11.2.3 Subject in Charge:

- ✚ Planning the course content, course overview and subject schedule for the subject.
- ✚ Monitor progress of the subject schedule and content.
- ✚ Preparation and submission of lesson and evaluation plan and adherence to it by conducting lectures and evaluations as per the schedule
- ✚ Coordination with subject faculty.
- ✚ Taking student and subject faculty attendance during class time.
- ✚ Assessment of sessional work in the subject and submission of the marks to Class in-charge and office at the end of every month.
- ✚ Documentation of work done by students in the subject.
- ✚ Attend review meeting of the subject with Branch Heads and take suggested action.
- ✚ Inform the semester I/C in case of absence or delay in reaching college on the day of the class.

	
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11.3 Administrators (Clerk, Librarian, Accountant, Lab Assistant and Peons)

- Student admissions
- Administration of all the institutional requirements like, admissions, examination, fee collection, other processes required by the university and related governing bodies etc.
- Administration of conduct of exams as per schedule and declaration of results in time.
- Administration of student feedback on teaching-learning, syllabus, faculty and Infrastructure as per defined procedures, it's processing on time and taking action if required.
- General and office administration.
- Maintaining documents and records.
- HR and Personnel related matters.
- Local purchases, their records and release of supplier's payments.
- Monitoring maintenance work of the institute.



11.4 Committee Members:

In addition to teaching-learning processes, faculty and staff of IESCOA are also engaged in various other activities and processes required to be executed as per the norms of different affiliation bodies (UGC, MU, Gov. of Maharashtra, GOI etc.) and for decentralization of important tasks.



This is done through preparation of committees. Each committee is made of a combination of faculty members and/or staff, has a head and is responsible for all the activities related to that committee. Following is the list of committees, along with their scope of work and frequency of meetings.

	
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IES's COA COMMITTEE LIST & SCOPE		
Sr.no	Committee Name	Broad Responsibilities
1	Executive Committee	
2	Examination Committee	To regulate the processes related to college and university examinations such as setting exam timetable, allocating faculty to set question papers, conducting examinations and managing evaluations, displaying results.
3	Academic Committee	Planning of all academic activities such as, preparation of academic planner, timetable, subject teams etc,
4	Attendance Committee	To ensure that attendance of students and faculty in the class are taken and recorded in proper manner.
5	Library Committee	To govern all library-related processes such as suggesting/approving books, journals, magazines, etc.
6	Students Welfare	Counselling, Avartan, Study Tour, Sports, Convocation, Exhibition and any student related non-academic activities
7	Anti-Ragging Committee	To prevent ragging of students and follow the regulations as per the government directives.
8	Grievance Committee	To address and resolve student, faculty, and staff grievances.
9	Internal Complaint Committee	To address and resolve any issues or complaints related to Female students, faculty, and staff.
10	Reserved Category Committee	To address the students from reserved categories and guide them to avail the various concessions provided by the government.

	
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11	Magazine / social media / Archive Committee	To publish an annual magazine, keep the website and social media accounts of IES's COA such as Facebook, Instagram, etc. active with the latest activities happening in IES's COA.
12	Internal Quality Audit Committee [IQA] / NAAC	To ensure that processes of various academic and administrative activities are defined and executed accordingly. Conduct quality audits and report the same to management and staff for taking corrective actions.
13	Infrastructure Committee	To address the infrastructural needs of the institute and update the same



	
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11.5 IQAC Coordinator

To enhance efficient and effective operations and improvements in IQAC, the principal has appointed an IQAC Co-ordinator, who is authorised to develop, manage, monitor, evaluate and coordinate the IQAC. She is supposed to report to Principal and communicate with other stakeholders on matters related to QMS. IQAC co-ordinator also liaisons with external agencies on matters related to the Quality System.

11.6 Internal Communication

Principal communicates vertically and horizontally on matters related to quality policy, objectives, accomplishment, performance improvement etc. through meeting, e-mail, circulars, and notice board. The internal communication at IESCOA ensures awareness amongst everybody about matters related to IQMS and customer requirements. IESCOA management has understood importance of internal communication as a vital tool in strengthening the quality management system. The internal meeting of faculties with Principal is a deemed management review meeting.

	
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(12) IQAC Review



12.1 General

The IQAC committee members shall review the implemented QMS minimum once in a semester to ensure its adequacy, effectiveness and continuing suitability. The review includes the need for changes to the IQMS, including the quality policy and objectives, instructional and support systems, assessment criteria, evaluation results, continual improvements, customer feedback and complaints etc. The Principal is the chairman of the meeting and ensures that instructional and support systems are reviewed based on the quality management principles. IQAC reviews are platforms for the exchange of new ideas with open discussion and evaluation of inputs covered in section no. 11.1.2. Selected core faculty, administrator and selected support staff are members of the review committee and IQAC Committee head (Principal) is the convenor of meeting and maintains minutes of the meeting. In absence of Principal, nominated Professor is Chairman of the meeting. The internal meeting with Principal is also a deemed management review.

12.2 Review Input

The input to IQAC Committee review includes but not limited to

- Internal quality audit results,
- Customer feedback and complaints trends,
- Assessment criteria and evaluation results,
- Supplier performance,
- Educational and Support processes,
- Follow up actions from previous management review meeting,
- Changes that could affect the quality management system,
- Status and results of quality objectives and improvement activities,
- New opportunities for improvements.
- Status of corrective & preventive action.



	
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12.3 Review Output

IQAC co-ordinator maintains the minutes of the IQAC Committee meeting (Internal quality Management System Committee meeting), which includes corrective / preventive actions and action plan related to

- a) Improvement of the effectiveness of QMS and its processes,
- b) Improvement parameter for educational and support processes,
- c) Resource needs.

Principal uses this review process as a major tool in identifying opportunities for performance improvement of IESCOA.

	
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(13) MEASUREMENT, ANALYSIS AND IMPROVEMENT

13.1 General

IESCOA has established a process for collecting following appropriate information by defined teams through student feedback, periodic evaluation / examination, internal quality audit, workshops and projects, interaction with other similar educational institutes, alumni etc.



- Customer satisfaction
- Performance indicators
- Supplier performance
- Teaching methods
- Complaints
- Teaching and non-teaching staff
- Supporting services
- Student performance
- Failures and dropouts

The information thus collected is analysed by the team and findings are discussed with Principal to evolve corrective measures whenever required to ensure conformance of services to the stipulated requirements.

13.2 Monitoring and Measurement

13.2.1 Customer Satisfaction

IESCOA collects both feedbacks from students every year - regarding infrastructure, Faculty, Syllabus and teaching-learning process. The criteria for student to give feedback are included in the respective forms. These feedbacks are analysed. Principal and faculty also collect informal feedback through interaction with students. The weak areas are identified; root cause analysis is done wherever required and necessary suitable corrective / preventive action is taken. Tutorials, extra lectures are held to improve /

	
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enhance weak student performance. The effectiveness of such actions is observed in next feedback or during informal student's feedback by faculty.

Regarding complaints / grievances, box is available for students to drop their complaints. The box is opened once in 15 days. These complaints are reviewed by Grievance Committee. Genuine complaints are discussed with Principal and suitable corrective actions are planned and taken. Grievances made by students during interaction with Principal / Faculty are reviewed by grievance committee and settled after discussing with the Principal. Internal Complaints committee independently handles any complaints related to female students.

Corrective action taken if any is entered into corrective / preventive action register available with administrative office [F/GN/12]



13.2.2 Internal Audit

The internal audit is conducted minimum once in a year to assess the effectiveness of teaching methods, educational processes and performance of QMS by ensuring during the audit that

- Educational objectives have been implemented
- QMS requirements have been achieved
- Resources are sufficient
- Records are maintained as required by defined QMS
- Competent personnel are deployed

The internal quality audit procedure is developed based on the guidelines for quality system auditing.

- a) IQAC Committee is responsible for managing the audit programme. Their responsibilities include establish, implement, monitor, review and improve the audit programme and ensure necessary resources are available.
- b) IQAC Committee prepares annual audit schedule and plan. The frequency of audit depends on previous audit results, complexity of activity and importance of the activity in QMS. The audit plan is prepared a week prior to audit defining audit weeks, audit scope, auditee, auditor based on the scope.

	
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- c) IQAC Committee monitors and review audit programme to identify opportunities for improvements by taking corrective / preventive actions whenever required.
- d) Whenever required IQAC Committee prepares a check list
- e) Auditor and auditee mutually decide suitable audit date and audit is performed by communicating to auditee audit programme, resource requirements if any, collecting and verifying information through documents, interview and observations and communicating to auditee the audit findings. Non conformity is issued in case deviation from system is observed.
- f) Auditor prepares audit report covering all audit details, audit findings and conclusions, areas under scope but not covered, unresolved diverging opinion, deviations or non-conformities with auditee's proposed corrective / preventive action and follow up action plan if any.
- g) Concerned staff take immediate correction, determine root cause where ever possible and corrective action and MR ensures completion and effectiveness of corrective actions. If required MR deploys to verify action in follow up audit or in the subsequent internal audit.
- h) Auditors are graduate and with minimum 2 years' experience in college. Auditors plan continual professional development by improving knowledge, skills, and personal attributes through training, private study, experience, and other relevant activities.

Audit records are available with management representative.

13.2.3 Monitoring and Measurement of Processes

The processes at IESCOA like student admission, learning process etc. are monitored and measured through feedback from students, performance evaluation of students, review of instructors (internal Faculty meeting with Principal) etc. All registered students are then enrolled in attendance register and identified by unique roll number. The Administrator is responsible for assessment of student personal record. Unique roll number identifies enrolled students.

13.2.4 Monitoring and Measurement of Product

	
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Performance of students during their tenure at the college is measured through internal / external examinations, class tests, viva, project reports etc.

Examinations for 1st to 5th and 7th and 9th semesters are conducted by college and 6th and 8th semester exams are conducted by the University of Mumbai. The college examinations are conducted in the month of October and April every year. The exam committee prepares the examination time table. The same is put on the notice board. All the sessional marks are to be submitted by the semester/class in-charge in the administrative office before commencing of the exams. Examination Committee ensures that the question papers have been received in the administrative office and the exams are conducted smoothly.

Appointment letters are issued to the examination paper setter and co-paper setter after discussing the same with the Examination Committee. Paper setting and checking procedure is attached to appointment letter. Respective examiners submit the exam paper as per schedule given in the letter. Exam papers are checked by the examiners before taking the photocopy.



The photocopies of the exam papers are taken under the supervision of the administrative staff. The exams papers in sealed envelopes are kept in the cupboard and required confidentiality is maintained.

The sealed envelopes are distributed to the respective supervisors as per timetable. The sealed envelopes are opened in front of the examinations in-charge.

The exam hall supervisor takes signature of the students on the attendance sheet and signs the examination answer book provided to the students and maintains the record of the supplements taken by the students.

After the exam hall supervisors collect the answer sheets, the same is submitted to the office. The exam answer books are checked according to the exam numbers and then sealed with details of absentees, question paper and distributed to the concerned examiners by taking a receipt of acceptance and a proforma of marks to be entered is given.

The examiners submit the checked answer paper as per the date indicated in letter. The exam papers are submitted in administrative office and marks are entered in the computer software. Result is prepared, checked by one of the exam committee members and accordingly the resolution is passed as per University of Mumbai norms.

	
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13.3 CONTROL OF NONCONFORMING PRODUCT

IESCOA has established procedure to identify and resolve nonconformities like students' performance, Session plan, Faculty, support services etc.

- Nonconforming student: A student is considered non-conforming when he does not get stipulated marks for passing in one subject or group of subjects, less attendance than required, non-completion of project work, etc. in the final year as per University Of Mumbai norms.

IESCOA deals with such non-conforming students by:

- Providing additional training and reassessing
- Continue in educational programme in accordance to defined procedure
- Allow the failed student to appear in a re- examination for various subjects conducted periodically (as detailed in Clause no.4.2.3.5) or else appear for such re-assessment as is determined by the teaching Faculty.
- Re-evaluating and in exceptional cases award grace marks.

Non-conforming Core / Visiting faculty:



Principal takes following steps for nonconforming Core / Visiting faculty

- Counselling
- Retraining if needed (for Core faculty)
- Giving opportunity to improve within certain period
- Discontinue if non-conformance continues

Suitable correction is done, root cause analysis is performed whenever possible and corrective action is taken if any deviations / nonconformities observed.

Any other nonconformity observed in any processes, Principal takes appropriate steps in consultation with Core Faculty and take suitable measure to ensure that nonconformity is disposed of.

Records of nonconformities detected through various mechanisms are maintained by IQAC.

	
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13.4 Analysis of data

IESCOA collects data from

- Management review
- Teaching and non-teaching staff
- Customer feedback and complaints
- Audit results
- Supplier performance

This data is analysed by Principal along with respective committees using statistical technique. This analysis is used to support continual improvement by taking suitable corrective / preventive actions.

Statistical analysis of variability of measures like performance indicators, dropout rates, achievement record, and student satisfaction is performed once in a year to ensure effective process control of quality management system

13.5 IMPROVEMENT



13.5.1 Continual Improvement

IESCOA continually improves the effectiveness of the QMS and educational processes through the use of

- Suggestions for improvements from employees, students, VIP visitors etc.
- Quality objectives
- Audit results
- Analysis of data vis-à-vis benchmarking with other institutes
- Corrective and preventive actions
- Management reviews

13.5.2 Corrective Action

The analysis of data pertaining to feedbacks, IQA reports, data analysis, Management reviews, NC reports, process measurement, improvement opportunities etc. may unveil presence of potential nonconformity. IESCOA review and effectively implement corrective actions identified from root cause analysis of nonconformities. Corrective actions are taken to eliminate

	
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nonconformities occurring during performance of educational processes, such as:

- Nonconforming students
- Nonconforming Faculty
- Deviations from subject schedule
- High dropout rates
- Nonconformities observed during IQA and measurement and monitoring of educational processes.

The nonconformities / deviations are reviewed and investigated by Principal or his assigned deputies for determining the root causes. Assistance from expert shall be sought, if required. Corrective action is evolved in order to eliminate cause of non-conformities. Corrective actions are appropriate to the identified level of risk of nonconformity encountered. To ensure that nonconformities do not recur, appropriate training if required is provided.

Records of results of action taken are maintained in the register available with the Principal.

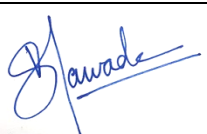

13.5.3 Preventive Action

Preventive Actions are initiated to eliminate chronic and potential cause of non-conformities and are based on appropriate source of information such as:

- Analysis of data
- Management reviews and internal meetings
- Audit results
- Quality records
- Customer complaints

The preventive actions include:



- Identify nonconformities and their causes,
- Determine and implement preventive action,
- Record actions taken and their results, and
- Review effectiveness of preventive action.

	
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Any change to documented procedure because of corrective and preventive action is implemented and recorded.

Corrective and preventive actions are taken to a degree appropriate to the magnitude of the problem and are dependent on the risk encountered.

The corrective and preventive actions taken are reviewed for their effectiveness during management review meetings.

	
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(14) QUALITY OBJECTIVES

IESCOA has four main core branches in architectural studies. The objective per branch are follows

14.1 ARCHITECTURAL DESIGN

I.E.S. College of Architecture		Parameters/ Guidelines for Architectural Design projects (2023 - 2024)						
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	FIFTH YEAR
	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem IX
Type of Project	Documentation, Interpretation, Design of products, non programme structures etc.	Residential/ Institutional/ Recreational	Social Amenities/ Residential	Social/ Public amenities/ Mixed Use	Institutional Multifunctional	Commercial/ Recreational/ Entertainment/ Mixed Use	Residential	Infrastructural/ Commercial/ Mixed Use
User	Single User/ self/ generic / specific user	Small group/ family	Small groups/Family/ community cluster	Small social groups/ clusters/ multiple Users	large groups/ multiple users & stakeholders	large groups/ multiple users & stakeholders	Multiple users & stakeholders/ masses	Multiple users & stakeholders/ masses
Nature of Function	Single Function	Single function	Single/multiple public functions	Single/multiple public functions	Single function with allied/ ancillary functions	Multiple functions with allied/ ancillary functions	Multiple functions at urban/ regional scale with allied/ ancillary functions	Multiple functions at urban/ regional scale / functions related to infrastructure
BUA Range* (* Flexible, depending on the complexity & demand of the project)	Flexible for different projects	Max 500 sq.mts	500 to 1000 sq.mts	1000 to 2000 sq.mts	2000 to 5000 sq.mts	5000 to 10000 sq.mts	15000 to 25000 sq.mts	15000 to 25000 sq.mts
Broad Learning Objectives	Develop understanding about the 'Human to Space' relationship, scale of space, perception of space, develop vocabulary & generate lexicon, exposure to abstract ideas and their interpretation in architecture, exposure to architects' works, developing skill of design appreciation, learning to ideate, to imagine and to visualise, exposure to 'design in nature' examples, learning process of design through short exercises, exploring different mediums (graphics, models of any material, narrative, poem etc) to express ideas	Develop understanding about human activities and process of space modulation for the activities, understanding the context & site and deriving responses leading to design decisions, generating design idea and learning to transform the idea into design, understanding scale & proportion of space, develop vocabulary & generate lexicon, exposure to abstract ideas and their interpretation in architecture, exposure to architects' works, developing skill of design appreciation, exploring various mediums to express design ideas, developing the skill of representation (language	Develop understanding about social, cultural, and environmental aspects of the context, deriving responses leading to design decisions, focus on special user groups (family/ youth/ children/ rural community/ tourists etc), develop skill of research about user groups & their needs and behaviour patterns, understand the process of programme formulation, Learning the skill of design appreciation thro case studies, understanding materials and appropriate construction technologies, application of these learnings into design development, representing the design process graphically	Develop understanding about social, cultural, natural and environmental aspects of the context, deriving responses leading to design decisions, Focus on community/ public activities & social amenities, Understanding cultural context, learning from the indigenous architecture and its application to design, understanding Site planning, land forms & suitability etc, Design appreciation thro case studies, exploring appropriate materials & construction technologies, their application into design, developing graphics & narratives to represent the design process	Develop understanding about the cultural value of a place, studying environmental, architectural and urban design character of the setting and deriving responses leading to design decisions, Focus on public activities, temporality of urban space, Studying interrelationship of multiple functions, technicalities of specific functions, deriving suitable programme etc, design appreciation and decoding of architectural character thro case studies, application of appropriate construction technologies and building services into design, developing narratives & graphics to represent the	Develop understanding about urban setting, architectural/ urban design character of the setting, design codes & regulations and deriving responses leading to design decisions, Focus on complex public activities, temporality of urban space, interrelationship & technicalities of multiple functions, deriving suitable programme etc, design appreciation and decoding of architectural character thro case studies, application of appropriate construction technologies and advanced services into design, developing narratives and graphics to represent the design process	Develop understanding about Mass Housing in urban/ semi urban context, understanding socio-economic aspects of housing, application of design codes & regulations related to housing, Focus on creation of sustainable communities, study of market demands, needs & lifestyle choices of user groups, economics of development/ redevelopment, learning to derive appropriate strategies and programmes for residential planning, application of advance construction technologies and advanced services into design, developing narratives and graphics for representation	Application of learnings acquired thro four years of Architectural studies into a live architectural design project Focus on special design challenge. Design in response to urban setting, architectural/ urban design character of the setting, design codes & regulations, conducting research on context, technicalities of specific functions, deriving suitable programme etc, application of appropriate construction technologies and advanced services into design, developing narratives and graphics to represent the design process, learning professional approach to design process
Merger with Other Subjects	Allied Design (Basic Design) College Projects	Allied Design (Basic Design) College Projects	Allied Design (Interior Design) College Projects	Allied Design (Landscape Design) * Nov 2023 Onwards	Allied Design (Landscape Design) * June 2024 Onwards	Allied Design (Advance Interior Design) * Nov 2024 Onwards	Allied Design (Urban Design) * June 2025 Onwards	Allied Design (Urban Design & Urban Planning) * June 2026 Onwards

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	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	FIFTH YEAR
	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem IX
Site & Context	No specific site	Specific site & context/ Plug-ins to existing structures/ fictitious sites/ familiar site, site visit & site study desirable	Specific site & context, rural/ semi urban/ natural setting	Specific site & context, rural/ semi urban/ natural setting/ culturally significant context/ specific climatic zones	Site located in a setting having significant cultural value, urban/ semi-urban / undulating natural Setting	Site located in urban setting where study of building codes and optimisation of land parcel & spaces becomes necessary	Site/ sites (min 3) located in urban setting within different climate zones having need/ demand for multiple residential typologies and associated mixed uses/	Site located in urban setting or city centers where study of building codes and optimisation of land parcel & spaces becomes necessary/ association with urban Infrastructure Projects
Response to Humanities	Learning basics of Anthropometry & Ergonomics and their application to design, learning the process of deriving physical three dimensional spaces based on human dimensions, spaces required for activities and human perception of space.	User profile, lifestyle, personal needs & aspirations, behaviour patterns, study of activities and their space demands, understanding flexible usage of space	Human Behaviour, specific spatial and emotional needs of user group, Socio-cultural aspects of communities/ issues related to disability/ response to local architecture	Human Behaviour, Socio-cultural aspects of communities/ issues related to disability/ response to local architecture/ deriving strategies on the basis of community needs	Socio-cultural & economic aspects of context and user groups, universal design, appropriateness of urban insertions/ developing strategies based on physical & environmental context, response to public behaviour & needs, assessment of cultural contribution	Socio-cultural & economic aspects of urban communities, universal design/ dealing with urban insertions/ developing strategies based on physical context, community needs and economic impact	Mass behaviour/ Socio-cultural aspects of housing/ demand & supply, economics of housing/ public housing policies & strategies	Universal design/ mass behaviour/ peak hour demand studies/ need for place making/ public vision for shared spaces/ response to social needs & demands of context
Response to Environment	As per project	Design in response to immediate context and site	Design in response to context, climate, environment & cultural setting	Design in response to context, climate, topography, environment & cultural setting	Design in response to physiography, climate & environment, introduction to Green Building concepts	Design in response to physiography, climate & environment, Green Building concepts	Application of Green Building concepts, sustainable design approach appropriate for different climatic zones, environmental design standards & practices	Application of Green Building concepts, environmental design standards & practices
Artistic Creativity in Design	Composition/ Massing of Volumes, Space & proportion, Developing Design Thinking & Ideation, interpretation of vocabulary	Composition/ Massing of Volumes, Space & proportion, Developing Design Thinking & Ideation, interpretation of vocabulary, expressing design ideas through different mediums, Design as an extension of theories learned in Basic Design	Massing of volumes & transition spaces in relation to site & context/ outdoor and indoor relationship/ tangible & intangible aspects of design/ design language development	Massing of volumes & transition spaces in relation to site & context/ outdoor and indoor/ tangible & intangible aspects of design, understanding temporality and inclusiveness of public space	Massing strategy in relation to urban context & fabric, structural system, & architectural theory	Massing strategy in relation to urban context & fabric, building codes, adopted structural system, & architectural theory	Massing strategy in relation to urban context & fabric, adopted structural system, building codes and complex building systems (response to earthquake/ wind etc) global positioning & architectural theory	Massing strategy in relation to urban context & fabric, adopted structural system, building codes and complex building systems (response to earthquake/ wind etc) global positioning & architectural theory
Application of Technology	No restriction	Developing basic understanding of structures thro observation & case studies/ study of structures in nature	Study of local building materials and traditional technologies, understanding their application in design	Study of local building materials and traditional technologies, suitability of structural systems for terrain, appropriate application in design	Research on appropriate building systems - materials, construction techniques, services to suit the program	Research on appropriate building systems - materials, construction techniques, services to suit the program	Application of mass construction technology, Basic & Complex Services appropriate for the program, application of non renewable energy resources, sustainable materials and technology	Application of advance construction technology, sustainable design strategies, advance services appropriate for the program

	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	FIFTH YEAR
	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem IX
Developing Knowledge Base	Learnings from documentation, observations, building up vocabulary	Works of architects, design theories, developing understanding of context, learning process of design & ideation	Design theories, learnings from case studies, research on traditional construction techniques, deriving design language appropriate for the context, study of climate responsive architecture, participation in programme formulation, developing narrative and skills of representation	Design theories, landscapes, learnings from case studies, research on traditional construction techniques, study of climate responsive architecture, understanding landforms and site planning approach, participation in programme formulation	Design theories, learnings from case studies, developing analytical approach to understand elements of design/ interpretation of applicable codes/ study of appropriate building technology and building services	Design theories, learnings from case studies, developing analytical approach to understand elements of design/ interpretation of applicable codes/ efficiency of interior space/ study of appropriate building technology and building services	Study of global architectural trends related to the programme, study of policies and codes applicable for project/ research on advanced building technology and building services/ study of environmental design strategies/ strategies to create sustainable communities	Study of global architectural trends related to the project, study of policies and codes applicable for project/ research on advanced building technology & complex building services/ application of environmental design strategies
Suggested Projects/ Typologies (Few broad examples mentioned here. Faculties are free to suggest other projects that fit within the scale and type prescribed in M.Univ. Syllabus)	# Documentation of anthropometric data & its application of the study in design of products/ single function structures # Design of personal space	# Structures having simple/ singular function # Space design using key words # Projects that could be extension of basic design # User specific design	# Residential design for family/ families in natural/ social context - rural/ semi urban setting # appropriate plug ins of essential amenities	# Design for groups/ communities in specific natural/ social context - rural/ semi urban setting # Social Amenities for education/ health/ community/ recreation entertainment # Visitor Interpretation center/ venues for creative display etc	# Institutional projects in culturally significant/ historic setting # Multifunctional Public Space Design # Design for recreation/ sports/ entertainment	# Commercial/ mixed use projects in urban setting # Civic/ Administration/ Public Use projects # Business hotels/ Budget hotels/ transit hotels etc # Healthcare/ higher education complexes # Sports/ recreation facilities	# Urban Housing with multiple typologies + associated amenities # Sustainable Housing in Specific Climatic Zone (Min 3 different climatic zones to be identified) Min 100+ Units	# Transit Oriented Development # Star Hotels # Multifunctional public spaces such as Convention & Exhibition Centers # Multiplicity Hospitals # Multifunctional Urban Public space # Civic Building Complex
Proposed Time Allocation	Flexible	Flexible	Pre Design: Design: Representation 20% : 55% : 25%	Pre Design: Design: Representation 20% : 55% : 25%	Pre Design: Design: Representation 20% : 55% : 25%	Pre Design: Design: Representation 20% : 55% : 25%	Pre Design: Design: Representation 20% : 55% : 25%	Pre Design: Design: Representation 20% : 55% : 25%
Skills of Representation	Models, use of different mediums for presentation, writing	Use of different mediums for presentation (clay, styrofoam, soap, pop, rubber, balsa wood etc) architectural drawings, (1:50 scale), focus on correct presentation of building elements, text, photomontages, collage.	Process models, architectural (hand-drafted) drawings, (1:200/ 1:100 scale), indicating interior layouts, landscaping, representation of design process thro graphics & text (evolution of concept & form), mastering drawing language, views	Process models, architectural (hand-drafted) drawings, (1:200/ 1:100 scale), indicating interior layouts, landscaping, representation of design process thro graphics & text (evolution of concept & form), mastering drawing language, views	Process models, architectural (hand-drafted/ computer) drgs of appropriate scale, detailing of interior & exterior spaces, representation and detailing of structural system and components, representation of design process thro graphics & text (evolution of concept & form), 3D models, views	Process models, architectural (computer) drawings of appropriate scale, detailing of interior & exterior spaces, representation and detailing of structural system and components, representation of design process thro graphics & text (evolution of concept & form), 3D models, views	Process models, architectural (Computer) drawings of appropriate scale, detailing of interior & exterior space, Report on Design Basis (Evolution of concept & form), representation and detailing of structural system and components, details of complex services, area statements, 3D models, views	Process models, architectural (Computer) drawings of appropriate scale, detailing of interior & exterior space, Report on Design Basis (Evolution of concept & form), representation and detailing of structural system and components, details of complex services, area statements, 3D models, views

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	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	FIFTH YEAR
	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Sem VII	Sem IX
Evaluation			Consolidated marking for Architectural Design and Allied Design	Consolidated marking for Architectural Design and Allied Design	Based on portfolio of Architectural Design proposal with substantial detailing of structural systems & building services Detailed Landscape design proposal	Based on portfolio of Architectural Design proposal with substantial detailing of structural systems & building services alongwith landscape design & detailed interior design proposal	Based on portfolio of Architectural Design proposal with substantial detailing of structural systems & building services alongwith landscape design & detailed interior design proposal	Based on portfolio of Architectural Design proposal with substantial detailing of structural systems & building services alongwith landscape design & detailed interior design proposal

Notes:

- 1) These guidelines shall be read in conjunction with Mumbai University Syllabus for respective years
- 2) The objective of above guidelines is to provide a broad basis for Architectural Design projects across five years. It sets parameters for site identification, scale & type of projects, expected learnings, integration with other branches (humanities & technology), the deliverables as well as preferred time management.
- 3) Please note that the guidelines for project typology are broad and flexible. Faculties are free to explore more possibilities of projects and contexts while keeping within the scale & type prescribed by the university and expected learning goals set by JESCOA



14.2 ALLIED DESIGN, COLLEGE PROJECTS AND ELECTIVES

ALLIED DESIGN

	Sample Space	Subject	Contents
FIRST YEAR	ME	ANTHROPOMETRY	ELEMENTS OF DESIGN, 2 AND 3 DIMENSIONAL EXPLORATION, UNDERSTANDING OF SPACE
SECOND YEAR	MY SPACE	INTERIOR DESIGN	DESIGN ELEMENTS, MATERIALITY LIVING SPACE WORKING/PUBLIC USE SPACE, CONNECTING INDOOR AND OUTDOOR SPACE
THIRD YEAR	MY SURROUNDINGS	LANDSCAPE DESIGN	DEFINING LANDSCAPE (Intangible And Tangible Components), SITE UNDERSTANDING, OPEN SPACE HIERARCHIES AND TYPOLOGIES, DETAILED OUTDOOR SPACE DESIGN
FOURTH YEAR (SEMESTER 7)	MY NEIGHBOURHOOD	URBAN DESIGN	KEYWORDS, THEORIES AND PRINCIPLES OF URBAN DESIGN ANALYSIS OF BUILT ENVIRONMENT AT A NEIGHBOURHOOD SCALE APPLICATION IN DESIGN
FIFTH YEAR (SEMESTER 9)	MY CITY	URBAN PLANNING	KEYWORDS AND PRINCIPLES OF URBAN PLANNING MAPPING AND ANALYSIS OF A CITY TYPOLOGY (2/3-tier cities, smart cities, etc)/COMPONENT (Infrastructure, housing, etc)

COLLEGE PROJECTS

FIRST YEAR	MY CITY	Sketching, drafting, rendering MEASURED DRAWINGS	VISITING A NEW PLACE, UNDERSTANDING A SPECIFIC ARCHITECTURAL TYPOLOGY, GRAPHICAL REPRESENTATION OF THE SAME
SECOND YEAR	MY NEIGHBOURHOOD	Autocad, Photoshop, Sketchup SETTLEMENT DOCUMENTATION	UNDERSTANDING DIFFERENT LANDUSES, RELATIONSHIP OF BUILT FORMS AND OPEN SPACES SOCIOCULTURAL UNDERSTANDING, GEOGRAPHICAL SETTING
THIRD YEAR	MY SURROUNDINGS	Photoshop, Revit, Written Expression DECODING ARCHITECTURE AND ITS SOCIETAL ROLE	DECODING AND ANALYSING ARCHITECTURAL WORKS OF REPUTE/ISSUES OF SOCIAL RELEVANCE GRAPHICAL, VERBAL AND WRITTEN EXPRESSION OF THE SAME
FOURTH YEAR (SEMESTER 7)	MY SPACE	InDesign DEVELOPING A RESEARCH PROPOSAL	IDENTIFYING AREAS OF PERSONAL INTEREST (WITHIN THE REALM OF ARCHITECTURE) FRAMING RESEARCH QUESTIONS IDENTIFYING A RESEARCH METHODOLOGY
FIFTH YEAR (SEMESTER 9)	ME	DESIGN DISSERTATION	A COMPLETE EXPRESSION OF LEARNINGS, INTERESTS AND DESIGN APPLICATION OF ALL SUBJECTS THROUGH ALL FIVE YEARS

	
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ELECTIVES

FIRST YEAR	ME	HAND SKILLS ARTS	ORIGAMI, ART THERAPY, POTTERY, THEATRE
SECOND YEAR	ME	SKILLS AND APPROACHES SUPPORTING THE CURRICULUM	PHOTOGRAPHY, SET DESIGN, USER ANALYSIS, VERNACULAR BUILDING METHODS, UNDERSTANDING THE CONSERVATION APPROACH
THIRD YEAR	ME	ANALYTICAL SKILLS AND APPLICABILITY TO CURRICULUM	SPACE MAKING THROUGH PHOTOGRAPHY, FAÇADE DESIGN, LANDSCAPE-RELATED ANALYSIS (Integrating documentation, software skills, analytical thinking and expression methods)
FOURTH YEAR (SEMESTER 7)	ME	THINKING SKILLS AND TECHNICAL SKILLS AND APPLICABILITY TO CURRICULUM	GREEN BUILDINGS, ARCHITECTURAL JOURNALISM, BIM
FIFTH YEAR (SEMESTER 9)	ME	PROJECT MANAGEMENT ADVANCED SOFTWARES CURRENT WORLD TRENDS	PROJECT MANAGEMENT RESILIENT DESIGN, WATER SENSITIVE URBAN DESIGN, DESIGN THINKING

ALLIED DESIGN

POSITIVE ASPECTS

A hierarchy of SCALE is built in within a VARIETY OF SUBJECTS

No written exam or viva voce (except Semester 9) keeps the students relatively stress-free towards the semester end

POINTS TO PONDER UPON

Application limited to exercises conducted in the subject itself

The subject is either taught BEFORE its applicability is understood (commercial/public space interiors in Semester 4) or the subject is taught AFTER its applicability is actually needed (site understanding in Semester 5)

Due to a DRASTIC CHANGE OF FOCUS AREAS IN EACH YEAR, students tend to consider the subject as OVER in that particular year and therefore do not see the need to apply the learnings in the following years



Very less time (especially 2nd, 3rd and 4th year – 54 periods) allotted to the subject for the learnings that we seek from it

RECOMMENDATIONS

Semester 4 and 5 should be Landscape Design and Semester 6 should deal with Public Space Interior Design

Semester 7 should have a culminating design exercise

AD Evaluation (including viva voce examination) of Semesters 4, 5, 6 and 7 should have specific deliverables for Allied Design focus areas

	
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ALLIED DESIGN

STUDIO EXERCISES

(to be supported by lectures, case studies, expert inputs as required – to be clearly defined in the Lesson Plan)

SEMESTER 5:

Shorter exercises that lead to an understanding of the intangible and tangible aspects of Landscape followed by an exercise that allows the application of the same understanding

- Personal/small scale of project
- Equal focus on Site analysis, Contextual understanding, User needs, Interrelationship of the open, semi-enclosed and enclosed, Relationship of the built form with the ground

SEMESTER 6:

Understanding the past, present and future roles of Landscape Design, Landscapes as a System

Studio exercises to address Master Planning and Landscape Design of Public spaces with a clear understanding of its participation in the existing natural systems

SEMESTER 7:

Analysis of Built Environment of Neighbourhood Scale based on urban design parameters (as introduced in the lectures)

Analysis to include reference to the larger urban and natural context

Redesigning/Re-adapting/Recommending design interventions for the same based on the analysis

SEMESTER 9:

Analysis of City master plans, development plans, future proposals (2/3-tier cities, Smart cities, etc)

Programming and design of new towns/hubs based on current infrastructure projects across the country

ALLIED DESIGN

LECTURES

(mandatory inputs by the faculty, to be clearly defined in the Lesson Plan)

Introduction to the Subject

Keywords, Elements, Components

Typologies, Theories and Approaches (as applicable to the core subject of the semester in ALD)

Principles and Regulations (as applicable to the core subject of the semester in ALD)

REFERENCES

Books, Films and Documentaries, Online resources including videos, Research papers, articles, etc to be provided as a reference list in the Course Overview. The integration of the references in the lectures and studios would be preferred.

STUDIO EXERCISES

(to be supported by lectures, case studies, expert inputs as required – to be clearly defined in the Lesson Plan)

SEMESTER 1 AND 2:

Short exercises based on Elements of Design, Colour and Texture, Multi-dimensional Exploration of Forms and Materials

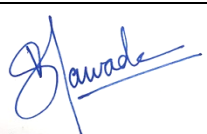

SEMESTER 3:

Spatial understanding of Personal Space, personal expression, functionality and design elements related to the scale

SEMESTER 4:

Detailed designing of a public space with a clear understanding of the users and activities that is expressed through functional layouts, materiality, choice of design elements, comfort and aesthetic consideration.

- Interior design to be an extension of a public space designed in Semester 3
- Indoor and outdoor spaces to be included in design scope

	
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POST-PRESENTATION DELIBERATIONS

Meeting held on 18.12.2020, 1000 hours

Present: Gaurish Chandawarkar, Vinit Mirkar, Shilpa Bakshi Chandawarkar

ALLIED DESIGN

- Look into merging and spreading the course contents of Allied Design semesters 3, 4, 5 and 6 (Interior Design and Landscape) across the 4 semesters to address its applicability in Architecture Design

COLLEGE PROJECTS

- NASA to be incorporated into the time and grading for College Projects in the following proportions:
 - First year (semester 2) : 50%
 - Second year (semester 4) : 40%
 - Third year (semester 6) : 30%
- The grading criteria for NASA will be fixed and approved by the Principal (and done by NASA trophy heads)
- The idea of defined outcome for CP (Book/Exhibition/Film/Public Jury) was appreciated. Needs to be time-bound

ELECTIVES

- Vertical integration of a few electives for 2nd and 3rd years and 4th and 5th years could be looked at in the next academic year
- Summer/winter school format for week-long workshops to be conducted by IES faculty is welcomed and needs detailed working

ELECTIVES

POSITIVE ASPECTS

Core faculty are willingly conducting Electives on topics of their choice, interest and strength

POINTS TO PONDER UPON

Electives offer a chance of vertical integration among students – this opportunity is not looked at

If a subject interests a student, there is no opportunity created for a 'higher level' in the same subject in subsequent years

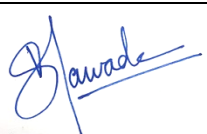

The choice of electives is too aligned to the regular curriculum – a wider range of topics should be explored

RECOMMENDATIONS

The work done in ELECTIVES should have a defined outcome in the form of a BLOG, BOOK, an EXHIBITION, a FILM or a PUBLIC JURY/DISOURSE or any other means of expression as the faculty may deem fit.

The work done in Electives should be documented for future reference

Well-designed week-long electives offer the opportunity for financial benefit as well as visibility to the college by opening up participation to non-IES students

	
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COLLEGE PROJECTS

POSITIVE ASPECTS

A hierarchy of SCALE is built into the course outcomes

Skills required to meet the identified outcomes for the subject are built into the teaching plan (drafting, sketching, softwares)

POINTS TO PONDER UPON

Application limited to exercises conducted in the subject itself (eg. after doing settlement documentation, one does not see an effortless attempt at context understanding in the following semesters)

Final documentation of the project takes a very long time and is largely done by the faculty

College Projects time being used for NASA work (as well as an evaluation tool with no definite criteria) takes away its essence. It is also a privilege that is abused by the students

RECOMMENDATIONS

The work done in College Projects should mandatorily have a defined outcome in the form of a BLOG, BOOK, an EXHIBITION, a FILM or a PUBLIC JURY

14.3 TECHNOLOGY BRANCH

Subjects: Allows the design to manifest and evolve

Arch. Building Construction



Arch. Representation & Detailing

Arch. Building Services

Theory and Design of Structures

Environmental Studies



	
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Key Aspects of knowledge Transfer



Content

Methodology

Evaluation

Success of Knowledge Transfer



Basic Fundamentals:

Conceptual understanding of system

Critical questioning attitude

What is need and relevance



	
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Innovation:

WHAT IS NEW IN APPLICATIONS

WHAT IS NEW IN METHODS

HOW WE ADOPT IT

WHAT WE CAN ADD MORE



RESEARCH TO LEAD

Content:

Syllabus

Existing information and knowledge from archives and experience

What is happening in the industry and what will be need for industry in future



	
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Methodology: Barometer of successful implementation of content

Conceptual understanding by hands on training,
Hands on working with scaled models, Exploration of systems from traditional and modern knowledge , Creation of why in the minds of students. Creating design issues with construction solutions
Interactive Lectures, Conceptual understanding using available technology of sketch up drawings, videos VR etc.
Site visits to understand site constraints for execution
Interface of industry by experts lectures , seminars, product launch etc.
Research on existing systems and products and for future systems and products

Evaluation: Powerful tool for implementation of content and methodology

Based on:
Nature of queries
Drawing articulation
Nature of participation in hands on training,
Idea behind the design solution
MCQ tests
Viva- voce at end semester
Research component

	
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14.4 HUMANITIES BRANCH

IES COA Term 1 (2021-2022) Guidelines for Humanities Branch

page 1 of 2

Aim of Humanities : To understand the bases of human & societal development, culture, environmental factors, resources and technology; to be able to evaluate and know their application and relevance to the praxis of contemporaneous architecture.

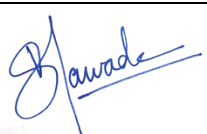

Sem	Subject & Syllabus Summary	Expected Teaching Methodology	Expected Outcome
1	Humanities Human cultural development - • Systems of knowledge • Sociology • Chronology of India & the world	1. Understanding art and architecture as a product of its times (<i>zeitgeist</i>).	1. Learn to ask the right questions
2	Humanities History of art, culture, aesthetics, architecture – History of art culture & aesthetics, society, context, aesthetics, Architecture of: • Prehistoric, Paleolithic, Neolithic Cultures • River Valley Civilizations • Classical Greece and Rome • Vedic Culture • Kingship in India • Hellenistic influences • Buddhism and Jainism	2. Focussed enquiry with historical examples; through various mediums, visual & reading, etc. 3. Specifically provoking students to ask questions.	2. Understanding the study of historical situations as POE (post-occupancy evaluation) w.r.t. religious, social, political, cultural & other relevant aspects as an inherent part of the milieu that gives rise to the art and architecture of that time
3	Humanities Socio cultural circumstances, art & architecture of Europe (from Christianity to modern movements) Arch. Theory • Writings in architecture • Timeline (evolution of ideas w.r.t. context) • Criticisms about architecture	4. Precisely articulated steps of research processes are to be induced for analysis of arch. egs. 5. Formats to be specified for : a) Extracting information of a given phenomenon : through various mediums, visual & reading b) Presenting the information for the submission	3. Learn to derive information for : a) historical milieus b) any definite purpose through both qualitative & quantitative methods
5	Humanities • Art and Architecture • Modern movements & architectural evolution Arch. Theory • Research & Criticism • Fundamentals of theoretical architectural research, objectives, methodologies • Documentation, data collection, critical analysis, evaluation, Analysis, assessment • Small projects of research and writing	6. Exposure to theories is to be extrapolated WITH relevant examples. 7. Exposure through films, readings with definite objectives in place, which are to be defined in writing. 8. Exposure to industry experts and their view-points (art, culture, sociology, economics). Please ensure that the names of the experts are included in the Subject Schedule.	4. Forming an articulated opinion based upon derived facts and from understanding user perspective 5. Conveying information and opinions through combination of media – verbal discussion, PPT, visuals, writing, speaking, etc. 6. Learn systematic and replicable enquiry methods with definite formats for conducting architectural research : a) As pre-design b) As case-studies (both qualitative & quantitative)
7	Professional Practice • Introduction to Architectural profession • Office, Office set up and administration • Tenders • Contracts		7. To understand the administrative & legal aspects of the profession to make office-ready students and professionals.
9	Professional Practice • Acquisition • Valuation • Rent • Property • Dilapidation • Fire insurance • Easement		

Guidelines for Assignments of Humanities Branch

Please note the following :

- Objective of assignment is to be stated
- Format to be clearly specified

Aspect	Content	Expression (verbal discussion, writing, PPT, etc.)
Parameters	<ul style="list-style-type: none"> • Correctness • Relevance • Creative approach 	<ul style="list-style-type: none"> • Within given format • Completeness • Creative approach
Weightage	60 %	40 %

	
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