



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**MET'S SCHOOL OF ARCHITECTURE AND INTERIOR
DESIGN, GOVARDHAN, NASHIK**

METS SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN GOVARDHAN,
NASHIK-422222
422222

www.metbhujbalknowledgecity.ac.in

SSR SUBMITTED DATE: 14-02-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Exploring the derivation of Architecture through constant experimentation, the institute serves as a platform and curriculum becomes means and tools. Life at MET SOA & ID is about evolving through process to procession, where process is the journey of self discovery while procession is the state of dissolving self-identity in the environment. Design is considered as a medium to connect intangible and tangible while this realm keeps transforming from thoughts and ideologies to physical spaces, products, materials, forms and vice versa.

Amidst the tranquil and picturesque setting of culturally significant Govardhan village, at the outskirts of Nashik City, optimising the terrain and climate, the campus serves as a conducive environment for nesting and grooming of creative minds. The mesmerising panoramic view of Gangapur dam back waters and sharing the boundary with hill forest, the institute set up is equipped with state-of-the-art infrastructure, resources and facilities.

The institute emphasizes the importance of interdisciplinary collaboration, encouraging students to work with professionals from various fields, such as engineering, environmental science, and sociology. This collaborative approach reflects the reality of the profession, where architects and designers often work in multidisciplinary teams to address complex challenges in the design environment. Furthermore, most of the faculty members are practicing professionals and researchers, bringing real-world experience, current industry trends and innovation into the classroom. This connection to the professional and exploratory world enhances the relevance of the education provided and helps students bridge the gap between academic theory and practical application.

Vision

SOA VISION

"To be a globally renowned center of excellence in architecture and design. Education, inspiring innovation, creativity and sustainable solutions that shape. Functional, harmonious and aesthetically pleasing environments."

Mission

SOA MISSION

"Our mission is to nurture the next generation of architects and designers through rigorous academic programs, fostering creativity, critical thinking, and technical expertise.

We are committed to promoting sustainable design practices, cultural diversity, and social responsibility.

By providing a collaborative and immersive learning environment, we empower our students to envision, create, and transform the built environment for a better future"

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The philosophy and physical setting MET SOA&ID has a culturally vibrant and environmentally rich context where diverse cultures and the natural environment both are valued and well-preserved. This combination creates a unique and sustainable living environment that fosters a sense of identity, community, and environmental stewardship. This culturally vibrant context is marked by a rich tapestry of traditions, customs, languages, arts, and heritage. The community embraces and celebrates its diversity, creating a vibrant atmosphere where different cultures coexist and interact. Learning from this setting thus becomes integral to the institutional conduction plan.

The Environmental richness of this setting involves the responsible management and preservation of natural resources. Several curricular activities and the extended curriculum thus include efforts to protect biodiversity, maintain clean water sources, and promote sustainable forestry and agriculture practices to ensure a healthy and resilient ecosystem.

Participation and celebration of regular cultural festivals and events at campus showcase the diversity of the community and bring people together. These events include music festivals, food festivals, cultural parades, and celebrations that foster a sense of unity and pride among the learners of our school and local communities. Faculty members at this school are experts in their respective fields with relevant academic qualifications, professional experience, and a deep understanding of the subject matter they teach. As a team of effective educators, they are passionate about their subjects and convey enthusiasm to students. They inspire for learning and encourage critical thinking. Approachable faculty members create an open and supportive learning environment here with an active engagement in the students overall personality development.

Institutional Weakness

Due to limited expertise in the city willing to engage with the school, the competent faculty often involves intense studio work, project deadlines, and a high level of commitment at the institute. Limited opportunities for training and research hinder faculty members' ability to provide cutting-edge education. The curriculum does not keep pace with industry trends, students may graduate with skills that are not aligned with current practices. Updating curriculum content can be challenging but is crucial for staying relevant.

Institutional Opportunity

Capitalizing on local culture and environment as a source of inspiration for creative projects, the institute can engage in fostering a unique design aesthetic that sets them apart. Access to nature is leveraged by incorporating nature-based design principles, promoting sustainability, and encouraging students to draw inspiration from their surroundings. With potentially smaller class sizes, we are able to create more personalized and inclusive learning environments. The institute can potentially contribute to the growth of the local design industry. The institute aspires to mark its identity by offering a distinctive educational experience and contributing meaningfully to the local community and design landscape.

Institutional Challenge

Being a tier 2 city, there are limitation to students' exposure to the latest industry tools and practices. There are fewer opportunities for students to interact with professionals and industries related to design.

Limited access to design firms, studios, and exhibitions can impact students' exposure to real-world design projects and hinder their networking opportunities.

Limited job opportunities in the design industry compared to larger urban centers. This affects students' prospects for internships and employment, potentially requiring them to relocate for career opportunities after graduation.

Less diverse students body thus, more homogenous student population, resulting in a lack of diversity in terms of cultural backgrounds, perspectives, and experiences. Exposure to a diverse environment is often considered beneficial for creative thinking and problem-solving in design education. Retaining experienced faculty members is a challenge.

Yet, the unique context of the institution, coupled with proactive measures and strategic planning, helps mitigate these weaknesses and create a positive and enriching learning environment for students here.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MET School of Architecture and Interior Design, Nashik, is affiliated to Savitribai Phule Pune University, Pune, and follows the curriculum designed and approved by affiliating university. The conduction follows a semester pattern adhering to the guidelines by the affiliating University. The five-year progressive and lateral plan is derived from the vision and mission of the institute aligned with the syllabus. A discussion meeting is organized by the Principal during the period after exams and before the commencement of the new term. A retrospective review is conducted with a detailed reflective understanding of the earlier conduction to help plan the improvement. The session also deliberates on the innovative ideas and additions to be planned in the upcoming year.

The Head of the department and academic coordinator thus prepare the detailed matrix of curriculum integrated with co-curricular activities in coordination with the teaching load distribution and teaming up of subject groups. The class coordinators then prepare the timetable and ensure the conduction as per pre-decided guidelines.

Effective curriculum conduction is ensured through:-

Academic Calendar

The academic calendar is prepared concerning the SPPU university calendar. Co-curricular and extracurricular and varied social activities and cultural events, visits, and tours. Teaching load Distribution The Principal / HoD reviews the teaching load and courses are distributed to faculty members according to their specialization, experience, and area of interest. Faculty members then prepare their teaching plans.

Teaching Plan

The concerned subject member/team prepare/s teaching plans for the term about the academic planner/matrix. The course-wise teaching plans are reviewed and approved by the Academic Monitoring Committee (AMC).

Teaching plans

are reviewed a minimum of thrice - weekly / as per module. A regular feedback system is set to schedule The institution observes and practices a learner-centric approach with a focus on facilitating experiential and research-based learning policies and methods. The emphasis on the process of learning through inquiry and investigation for sensitive indulgence in the immediate and larger context, active engagement in the processes , and critical thinking through dialogues, deliberations, conversations, debates, and discussions.

Teaching-learning and Evaluation

Teaching Plan

The concerned subject member/team prepare/s teaching plans for the term about the academic planner/matrix. The course-wise teaching plans are

reviewed and approved by the Academic Monitoring Committee (AMC). Teaching plans are reviewed minimum thrice - weekly / as per module, at mid of semester and at the end of semester, to verify its compliance. A regular feedback system is set to schedule which then is considered for the validation or indicating the need of revision during the term.

The institution observes and practices learner-centric approach with the focus on facilitating experiential and research based learning policies and methods. The emphasis in the process of learning through enquiry and investigation for sensitive indulgence in the immediate and larger context, active engagement in the processes and critical thinking through dialogues, deliberations, conversations, debates and discussions. The faculties strive for opening up varied avenues and work towards inculcating and nurturing creativity.

A multidimensional and multidisciplinary approach for conduction and communication of the content is prime focus of the mentors. An integrated learning culture is encouraged which includes collaborative academic and allied sessions and projects, visits, tours, workshops, book readings, film screening, expert guests lectures, social studios and heritage education.

Students Evaluation:

The institute has developed a Continuous internal Assessment and Evaluation (CIAE) system to ensure academic progression and innovation. The methods of critical appraisal are transparent and comprehensive of all the learning domains. The institute has examination rebuttal system to deal with the grievance of studentts in a time bound and efficient manner. The attainment of learning outcomes of students is evaluated by periodically scheduled internal assessment system, end-semester evaluation and feedback from concerned faculty and examiners. Mentoring sessions, encouraging discussions and personalized attention is a part of institute's philosophy for every learner to excel and overcome their difficulties and weakness.

Research, Innovations and Extension

Institution's approach since its inception has been sensitizing students towards local culture, climate, and context. Academically, this approach has been integrated with subjects such as architectural design, humanities, and history. Site visits and study tours are carefully selected to expose students to various cultures, climates, and contexts across India. This ensures that students are aware of how people adapt their lifestyles to various regional changes.

One such workshop was conducted where the local craft of mask making using paper mache called 'Bohada' was taught to students by the artisans themselves. Students learned the art and craft of making masks using paper mache along with the significance, stories, myths, and beliefs related to this activity. Students carried out documentation of the artist's village Ramkhind by visiting the village and producing measured drawings, photo documentation, and video documentation. Students made a documentary titled 'Bohada- The Tribal Mask' which is uploaded on the INTACH Nasik YouTube channel. Following is the link- https://www.youtube.com/watch?v=4DiOV8_FIZM&pp=ygUWYm9oYWwRhIHRoZSB0cmliYWwgbWFzaw%3D%3D

METS_oA & ID is collaborating with the Tribal Cooperative Marketing Development Federation (TRIFED) for-

- i. Bohada Mask making and film. The proposal for the same has been submitted to the TRIFED and awaiting approval and**
- ii. Study-based report on 'Paithani: Weaving Cultures, Connecting Communities.'**

For the consecutive years, viz. 2021-22 & 2022-23, students have documented ancient monuments in and around Nasik city region. The intention was to create an immersive experience in the historical spaces for deeper understanding and enhanced learning. The documentation included sketches, measured drawings, interviews with local people, expert interviews, photographs, and videos.

The documentary film titled 'Trirashmi, In Search of primordial' has been uploaded on the institute's official YouTube channel. Following is the link- https://www.youtube.com/watch?v=kPawoKJ_Slw

Students prepared a documentary film titled 'Sacred Ruins, the forgotten temples of Anjaneri.' Following is the link to the documentary film which has been uploaded on the institute's official Youtube channel- <https://www.youtube.com/watch?v=yAiQeHNh2Zs>

In the year 2022 students attended a workshop on traditional methods of weaving which enabled to create interesting contemporary weaving installation using traditional methods.

Infrastructure and Learning Resources

In 2017, the Mumbai Education Trust founded the School of Architecture and Interior Design at Govardhan village, Nashik. The institution is situated on 22 acres of land with a 7633 square meter footprint in a calm neighbourhood. The Council of Architecture, New Delhi, is the statutory organization that sets all the standards that the institute adheres to. The Savitribai Phule Pune University is associated with the institute. The college has 7633 sq. Mt of built-up area accommodating, Studios, classrooms, Lecture rooms, Auditorium, Well-equipped Computer lab, Library with reading area, Laboratories, Workshop with state of art machinery, Administration

o Indoor sports room. Along with these; various multi-functional areas are incorporated so as to facilitate optimum utilization. Construction Yard, Kund area for multipurpose activities.

These locations offer interactive areas to improve the effectiveness and efficiency of the learning process. The institution has adequate facilities for teaching learning viz. studios, classrooms, computing equipment, workshops. All classrooms are enabled with IT facilities like LCD projector, LAN. White Boards etc.

To enhance teaching learning process the campus is covered with Wi-Fi. For safety and security, the whole campus is covered under CCTV surveillance.

Our library is accommodating more than 1800 books, with 1058 titles, 58 no's of EBooks, 14 no's of National and International journals, followed by various Eresources.

Library is run by an operating system named, MY ERP. Library has compilation of thesis books, Settlement study etc.

The collection of study material in climatology, surveying and levelling labs, metal and wood carpentry

workshops, building construction yards, and other locations provides workspaces and resources for the learning process. The institute features a well-equipped computer lab with 38 machines devoted to student usage, all with the newest software. The thoughtfully planned campus features covered, semi-covered, and open areas that allow for natural connections with the surroundings, creating the ideal atmosphere for experiencing "co-existence with nature." Students and teachers utilize these areas for intellectual talks, cultural events, and sporting activities. Other than teaching learning facilities institute has sufficient other facilities like, Indoor Sports room, Transport facility (College Bus), Drinking Water Facility, Wash rooms and Common rooms. Auditorium, CCTV surveillance, College Security, Canteen, CNC Machine.

Student Support and Progression

Over the preceding five years, MET School of Architecture and Interior Design has remained steadfast in its dedication to supporting students comprehensively, ensuring their holistic advancement in both academic and professional spheres. Central to this endeavor has been the provision of scholarships sourced from institutional, governmental, non-governmental channels.

These initiatives have effectively eliminated financial barriers, enabling students from diverse backgrounds to access high-quality education.

In tandem with financial support, the institution has prioritized the enhancement of students' capacities and skills. Workshops encompassing personality development, yoga, and language proficiency have been diligently organized to bolster students' capabilities, equipping them for the rigors of the professional realm.

Acknowledging the significance of career guidance and preparation for competitive examinations, the institution has consistently offered counseling services. This support has empowered students to make informed decisions regarding their career trajectories, resulting in a substantial proportion pursuing advanced education or securing placements in reputable organizations.

The School of Architecture and Interior Design at MET places importance on student welfare, implementing robust grievance redressal mechanisms. These mechanisms adhere to guidelines established by statutory and regulatory bodies, encompass institution-wide awareness campaigns advocating zero tolerance, and provide avenues for lodging grievances both online and offline, ensuring prompt resolution through dedicated committees.

The institution's efforts have yielded commendable outcomes across various domains. A significant percentage of graduating students have successfully secured placements in their respective fields, while many others have pursued higher education opportunities. Additionally, a notable proportion has achieved excellence in state, national, and international-level examinations, underscoring the efficacy of the academic programs and support structures in place.

Moreover, the institution takes pride in recognizing students' achievements beyond academics, with numerous accolades and medals earned for exceptional performances in sports and cultural activities across various platforms. The active engagement of students in diverse sports and cultural programs reflects the vibrant and inclusive environment nurtured by the institution.

Finally, the Alumni Association plays a pivotal role in contributing to the institution's ongoing development, enriching the student experience at MET SOA&ID. Through these concerted efforts, the institution continues to foster talent and facilitate the holistic growth of its student community.

Governance, Leadership and Management

MET's School of Architecture and Interior Design stands as a testament to the seamless integration

of institutional governance and leadership with its overarching vision and mission. Founded on the principles of innovation, creativity, and sustainability, the institution has established itself as a global center of excellence in architecture and design education. This vision serves as a guiding light, illuminating the path toward academic and institutional excellence.

Aligned with this vision is the institution's mission: "to nurture the next Seneration of architects and designers through rigorous academic programs, fostering creativity, critical thinking, and technical expertise. We are committed to promoting sustainable design practices, cultural diversity, and social responsibility. We empower our students to envision, create, and transform the built environment for a better future."

The institution's commitment to the National Education Policy (NEP) is evident through its proactive implementation of credit systems in Bachelor of Design starting from the 2023 academic batch and Bachelor of Architecture from inception in 2017. This forward-thinking approach has not only streamlined the academic framework but has also empowered students through the creation of Academic Bank of Credits accounts, fostering a sense of ownership and responsibility in their learning journey. Adaptability to changes in the external environment, such as shifts in market conditions, technological advancements, or regulatory changes, will allow the institution to adjust its strategies and operations towards meeting new challenges.

MIIntute governance and leadership have been instrumental in driving sustained institutional growth by embracing innovation to stay competitive and relevant in a dynamic environment. Encouraging a culture of creativity and continuous improvement, be open to adopting new technologies , methodologies that can enhance efficiency, effectiveness. Diversification can help mitigate risks associated with reliance on a single source of revenue and open up new avenues for growth. Furthermore, the institute's commitment to its Perspective Plan, both in the short term and the long term, is a testament to its strategic foresight. Decentralization allows for greater empowerment of individuals and departments. Faculty and staff at various levels can have more autonomy, responsibility for decision-making, leading to a sense of ownership, motivation.

Institutional Values and Best Practices

Our institute values interdisciplinary collaboration, a consciousness towards the environment and social diversity, and an awareness of heritage and culture. We consistently incorporate these values in our activities and practices. As a leading architecture and design institute in the city, we see our engagement with the surrounding environment as crucial and important. Since the institute's inception, we have been committed to furthering this intention through different activities and programs. By extension, we are also invested in engaging with communities and settlements around us. Our vision for diversity and inclusion reflects our commitment to engage with a broad range of communities and people. This motto is rooted in the values of our workplace and is our institution's flagship initiative. Our thrust on the importance of recognising contemporary facets of environment and diversity has been crucial in formulating our pedagogy and aligning our activities. We have formed a cell dedicated to this cause. The formation of the "Environment and diversity cell" would concentrate its efforts in the fields of environment and culture.

We have been organising heritage documentation for the students regularly. This is intended to inculcate skill-based learning in documenting heritage precincts and buildings. The students work in groups, focusing on specific locations in a given site. This is intended to foster the exchange of knowledge between students and faculty. We also organise a heritage documentation competition where faculty members guide student groups. This has enabled us to be at the forefront of raising concerns around our built and craft heritage. This is a key feature as it enables the students to understand the correlation of documentation and cultural understanding with design. This has opened up many discussions around concerns of historical contexts, cultural sensibilities, and

the role of designers in such contexts. As an institution, we see this as a way of contributing to society. Such initiatives are crucial in contexts where more and more architecturally significant historic buildings and crafts are being lost with time. Their documentation is required more now than ever before.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MET'S SCHOOL OF ARCHITECTURE AND INTERIOR DESIGN, GOVARDHAN, NASHIK
Address	METs School of Architecture and Interior Design Govardhan, Nashik-422222
City	Nashik
State	Maharashtra
Pin	422222
Website	www.metbhujbalknowledgecity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ritu Nilesh Sharma	0253-2200300	9371469191	-	krushnar_soa@bkc.met.edu
IQAC / CIQA coordinator	Pallavi Prashant Pathak	091-9422767435	9422767435	-	pallavipathak_soa@bkc.met.edu

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	16-09-2022	60	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	METs School of Architecture and Interior Design Govardhan, Nashik-422222	Rural	22.56	7633.15

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch,Bachelor Of Architecture,Architecture	60	NATA JEE	English	80	30
UG	BDes,Bachelor Of Design,	48	Entrance	English	60	36

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				6				21			
Recruited	0	1	0	1	1	4	0	5	13	8	0	21
Yet to Recruit	2				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	6	2	0	8
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	0	4	0	0	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		24	10	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	13	0	0	0	13
	Female	53	0	0	0	53
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	0	1	2
	Female	0	2	3	0
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	2	1	1	1
	Others	0	0	0	0
OBC	Male	10	8	10	8
	Female	17	16	23	17
	Others	0	0	0	0
General	Male	27	10	15	24
	Female	44	28	30	44
	Others	0	0	0	0
Others	Male	4	5	2	3
	Female	8	3	4	2
	Others	0	0	0	0
Total		114	74	90	101

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institutional readiness for the National Education Policy (NEP) emphasizes the adoption of multidisciplinary and interdisciplinary approaches. This entails revising curricula to incorporate diverse disciplines, providing faculty training in interdisciplinary teaching methods, and establishing collaborative research centers. Encouraging student involvement in interdisciplinary projects and creating innovative assessment methods are also crucial. By focusing on these areas, institutions can effectively embrace NEP's multidisciplinary ethos, preparing students to excel in a complex and interconnected global landscape.</p>
--	---

<p>2. Academic bank of credits (ABC):</p>	<p>The institution's commitment to the National Education Policy (NEP) is evident through its proactive implementation of credit systems in all courses starting from the 2023 academic batch. This forward-thinking approach has not only streamlined the academic framework but has also empowered students through the creation of Academic Bank of Credits accounts, fostering a sense of ownership and responsibility in their learning journey.</p>
<p>3. Skill development:</p>	<p>Institute insures that aligning curriculum with industry requirements, integrating practical training modules, and facilitating experiential learning opportunities. We collaborate with industry practitioner to conduct and support hands-on skill enhancement. By emphasizing both theoretical knowledge and practical skills, institution prepare students to meet the demands of the professional landscape, in line with the goals outlined in NEP.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Institution's approach since its inception has been sensitizing students towards local culture, Climate and context. Academically, this approach has been integrated with subjects such as architectural design, humanities and history. Site visits and study tours are carefully selected to expose students to various cultures, climates and context across India. This ensure that students are aware of how people adapt their lifestyles to various regional changes.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Institute ensures that students acquire essential knowledge, skills, and competencies. Institution focuses on comprehensive teaching methodologies, and assessment strategies with OBE principles, fostering a student-centered learning environment. Faculty training, robust assessment frameworks and continuous feedback mechanisms are essential for successful implementation. By embracing OBE, institutes elevate the quality of education, empower students to meet industry demands, and align with NEP objectives effectively.</p>
<p>6. Distance education/online education:</p>	<p>The institute is working on initiatives to facilitate distance and online education by creating programs and empowering faculty in developing the same.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>NA</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>NA</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>NA</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>NA</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>NA</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
114	72	86	95	79

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

2 Teachers

2.1

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

Response: 38

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	32	21	19	8

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
220	173	141	179	84

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

MET School of Architecture and Interior Design, Nashik, is affiliated to Savitribai Phule Pune University, Pune and follows the curriculum designed and approved by affiliating university.

The Head of the department and academic coordinator thus prepare the detail matrix of curriculum integrated with co-curricular activities in coordination with the teaching load distribution and teaming up of subject groups. The class coordinators then prepare the time table and ensure the conduction as per pre-decided guidelines.

Academic Calendar

The academic calendar is prepared with reference to the SPPU university calendar. Co-curricular and extracurricular activities are planned according to it. Every year varied social activities and cultural events, visits and tours are organized which are integrated in the academic calendar. The calendar includes the examination and internal evaluation schedules.

Teaching Load Distribution

Principal / HoD reviews the teaching load and courses are distributed to faculty member according to their specialization, experience and area of their respective interest. Faculty members then prepare their teaching plans. Faculty members under the guidance of the Principal in coordination with the Academic Monitoring Committee (AMC) discuss the subject contents for the effective, evolutionary, innovative and smooth academic conduct in the term.

Teaching Plan

The concerned subject member / team prepare/s teaching plans for the term in reference to the academic planner / matrix. The course wise teaching plans are reviewed and approved by Academic Monitoring Committee (AMC). Teaching plans are reviewed minimum thrice - weekly / as per module, at mid of semester and at the end of semester, to verify its compliance. A regular feedback system is set to schedule which then is considered for the validation or indicating the need of revision during the term.

The institution observes and practices learner-centric approach with the focus on facilitating experiential and research based learning policies and methods. The emphasis in the process of learning through

enquiry and investigation for sensitive indulgence in the immediate and larger context, active engagement in the processes and critical thinking through dialogues, deliberations, conversations, debates and discussions. The faculties strive for opening up varied avenues and work towards inculcating and nurturing creativity.

A multidimensional and multidisciplinary approach for conduction and communication of the content is prime focus of the mentors. An integrated learning culture is encouraged which includes collaborative academic and allied sessions and projects, visits, tours, workshops, book readings, film screening, expert guests lectures , social studios and heritage education.

Students Evaluation:

The institute has developed a Continuous internal Assessment and Evaluation (CIAE) system to ensure academic progression and innovation. The methods of critical appraisal are transparent and comprehensive of all the learning domains. The institute has examination rebuttal system to deal with the grievance of students in a time bound and efficient manner. The attainment of learning outcomes of students is evaluated by periodically scheduled internal assessment system, end-semester evaluation and feedback from concerned faculty and examiners. Mentoring sessions, encouraging discussions and personalized attention is a part of institute’s philosophy for every learner to excel and overcome their difficulties and weakness.

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

1.2 Academic Flexibility

1.2.1

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

Response: 16

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

Other Upload Files

1	View Document
---	-------------------------------

1.2.2

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

Response: 98.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	00	00	150	79

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

"An opportunity to rise above the ordinary" was the driving force for the founding of the Mumbai Education Trust, School of Architecture and Interior Design. MET's SOA&ID has been instilling these fundamental principles of the trust and promoting welfare and the genuine meaning of the word in all of its stakeholders religiously. The institute consistently upholds and practices issues of gender parity, environmental awareness and sustainable practices, human values, and professional ethics without bias or any other concerns.

GENDER EQUITY

The MET's SOA&ID is a co-educational institution that treats and educates both genders equally. Boys and girls both enthusiastically participate in each activity. All students are encouraged to collaborate in teams for design projects, site visits, study tours, and group assignments across all topics because architecture is a gender-neutral profession. During all activities, particular attention is always paid to the requirements of female pupils. In order to maximize their innate potential, improve their sensitivity to the opposite gender, and finally achieve gender parity status in the institute, academic activities and projects are also arranged without regard to gender.

ENVIRONMENT AND SUSTAINABILITY

Environmental consciousness and sustainable practices are critical components of architectural education. Courses such as Climatology, Environmental Science, and Architectural Design projects receive special attention from instructors and design specialists, who provide excellent mentorship and professional support. Rainwater harvesting, sewage treatment plants, and the knowledge and use of solar, wind, and alternative energy sources are all given major coverage and consideration during the design process. The development and application of alternative materials and technologies is encouraged and valued. Students are encouraged to conduct study on various environmental issues and seek answers via personal involvement.

HUMAN VALUES

Our Top management as well as faculty are keenly involved in the social and welfare activities on a much larger scale and have won many recognitions, accolades and awards over the past few decades.

We involve our students in the projects related to Public toilets, our students participate in initiatives involving slum restoration, sex workers' facilities, student housing, primary schools, and hospitals. In order to address disability concerns and raise awareness among students, we also include universal accessibility in the design preambles.

PROFESSIONAL ETHICS

The fourth and fifth years of the architecture curriculum include topics like Practical Training and Professional Practice, which are key topics in the discipline. A code of conduct for certified practicing architects has been released by the Council of Architecture. At our institution, we place a lot of emphasis on encouraging a professional ethical culture among academics and staff as well as students. Additionally, the institution strictly adheres to all guidelines outlined in the Council of Architecture's Code of Conduct for Practicing Architects.

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

1.3.2

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

Response: 71.93

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

Response: 82

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

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
114	72	86	95	79

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
140	100	100	100	100

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 72.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	9	16	11	17

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	17	17	17	17

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 3

2.3 Teaching- Learning Process

2.3.1

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

Response:

A) Participatory Learning Methodology

Think, contribute and share: In this process, students work on a given task or assignment individually before discussing their approach with faculty. The process must be continued until the desired result is obtained. After achieving a refined result, students share their ideas / thoughts with the rest of the class by presentations. The process allows students to gain confidence experience with the design process.

Co-operative Groups in Class: In this process, faculty divides the class into groups and assigns task/goals to each group. Each group must complete their task/goal within the time frame specified. Individual groups are asked to give a presentation in front of the class to share their observations and analysis at an appropriate time. Subject faculty then evaluate and grade group work.

Brainstorming: This technique is used to help students generate new ideas and improve their creative thinking. The Brainstorming method has been implemented at the MET School of Architecture and Interior Design, and a number of Academic Assignments have been held in this regard.

B) Experiential learning

Experiential learning is a methodology in which faculty engage students in direct experience and focused reflection with the goal of increasing knowledge, developing skills, and clarifying design principles.

a) Applied Experience:

Applied experience refers to the practical experiences that students gain from doing things. Students here try new things, face challenges, and venture outside of their comfort zone. These experiences will help them make better design decisions in their professional career.

b) Reflective Observation:

Following that, students must reflect in order to learn from their experiences. The 'reflective observation' phase of the experiential learning method is all about reflecting on the experiences, which include both action and feelings. Students reflect their own experiences at this stage. The process describes what went well and what could be improved. It's also an opportunity to discuss how things could have been done differently and learn from one another.

C) Problem-Solving Methodology

Problem-solving is the process of identifying, analysing, and resolving problems. The problem-solving method of teaching entails presenting students with real-world problems that they must solve collaboratively and critically. Students are encouraged to use their knowledge and creativity to develop effective and practical solutions using this methodology. Students are expected to observe, understand, analyse, interpret, find solutions, and perform applications that lead to a comprehensive understanding of the concept. It includes:

a) Identifying the problem: The first step in problem-solving is identifying the problem that needs to be solved. Faculty present students with a real-world problem or challenge that requires critical thinking and collaboration'

b) Analyzing the problem: Once the problem is identified, students then analyze it to determine its scope and underlying causes.

c) Generating solutions: After analyzing the problem, students should generate

possible solutions. This step requires creativity and critical thinking.
 d) Evaluating solutions: The next step is to evaluate each solution based on its effectiveness and practicality.
 e) selecting the best solution: The final step is to select the best solution and implement it.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	32	21	19	8

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

2.4.2

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

Response: 0.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	0	0

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The School of Architecture and Interior Design at MET is affiliated with Savitribai Phule Pune University, Maharashtra (Formerly known as Pune University). The syllabus and process of internal/external examination are governed by the university' The school has established its own Examination Cell in accordance with university guidelines. The examination cell's function is to conduct internal/external exams in accordance with the university's rules and instructions.

The Examlnation Cell is led by the College Examination Officer (CEO), who is appointed by the Principal. The cell is well-equipped with additional faculty, none teaching staff members, and necessary equipment such as computers and printers. The CEO maintains constant contact with the university to obtain the schedule and instructions for conducting internal and external examinations at the school level. While conducting the examination, the school strictly adheres to the SPPU's guidelines and rules. According to university rule, in-semester exams must be held in the sixth week after the semester begins. In-semester examination has 30 marks and end-semester examination has 70 marks. The subject faculty creates question papers based on the syllabus, conducts the exam, and checks the answer sheets. A jury is also conducted as part of the in-semester examination for subject such as Building Construction and Materials to assess students' knowledge of the subject.After evaluation, students are shown their insem examination

answer sheets. If they have any doubts, they are cleared up, allowing them to perform better in the future. The checked answer sheets of all in-semester examination are discussed with the students, and if student has any doubt, the subject teacher tries to resolve it.

External (university) examination grievances are handled by the examination section in accordance with the SPPU procedure. For examination-related grievances of students, the Institute follows a time-bound, efficient, and transparent process. Schools send an written application as well as the mail to university describing the student's name, issue and other detail. The university resolve the issue withih specific time.

Students are informed of the examination schedule, instructions, and other details received from the university. The school has a separate examination notice board where students can view notification, schedule, and instructions received from the university. Furthermore, the university sends the school blank answers sheets for the end-ofsemester exam. These answer sheets are kept in locker room at the school.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The architecture program is structured over a five-year period, with a focus on architectural design linked with technical knowledge, historical analysis, norms and regulations pertaining to the profession, and practical training.

Beginning in the first year, students continue their education in the design of built environments, moving from rural to suburban to urban or metro areas over the course of the following years. Through site visits, case studies, and other educational activities, they gain an understanding of sustainability approaches and the corresponding appropriate architectu ra I character.

In order to understand vernacular architecture, climate responsive design, and cultural context as essential components of the design need and design philosophy, a variety of our country's climatic zones as well as the sociocultural setting are researched. Courses such as basic design, introduction to architecture, architectural history, and model making in the development of knowledge about the iterative design process and many forms of creativity. However, courses in building services and construction technology, which cover everything

from conventional systems to the newest, ultramodern trends, help students acquire the technical know-how needed for space design.

Through the use of graphical, verbal and textural skill, these applications assist students in expressing their architectural work with more excellence. Architectural Drawing & Graphics help to develop skill of graphical presentation both manually and with CAD tools, whereas, technical communication helps to develop writing and oral skill. The impact of social facets of society and sustainability endeavors on the architectural image and identity of the city are examined.

Fourth-year urban design tasks cultivate a sense of community and future growth. professional practice inculcates ethics of rightful architectural practice. In final year professional training courses aid in the students' development of an awareness of the ethical obligations of the architectural profession. The course is structured with group projects and teamwork in mind, which fosters collaboration and leadership abilities.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of the programme outcomes, Program specific outcomes and course outcomes is defined as Low-1, Medium-2 and High-3 levels and are evaluated by the institute using following parameters:

- r Periodic internal assessment
 - . Drawings skills
 - . Architectural design portfolios
 - . Presentations of different subjects
 - . External Examiners appointed by SPPU
- o Results
- o Feedback

periodic Internal Assessment: The assessment of the work produced by students is evaluated at intervals. The course outcomes as prescribed by Savitribai Phule Pune university (SPPU) are evaluated based on the tasks performed by the students given through the assignment briefs.

Drawings: Drawings is an integral part of the outcome for the program and various courses such as architectural drawing and graphics, building technology and materials, building services, working drawings and Architectural design. These drawings are evaluated and checked with reference to the requirement of the course and attainment is ensured with

respect to the content expected, understatinS reflected in the drawings and presentation.

Architectural design portfolios: The student's performance in the Architectural Design course determines whether or not they meet the program's specified outcome. This course's scope, which covered the first through final year, demonstrates the contributions from every other course for that year. This topic makes it apparent how the previous subjects are used, andasaresult,thefinalArchitecturalDesignportfolioclearlydemonstratesthe achievement of program-specific aims'

Presentations of different subjects: Students use power point presentations to demonstrate their work in a variety of courses. These presentations guarantee that the students have the presenting skills-which are crucial for success in the workplace-as well as the program and course knowledge.

Feedback from faculty members: Institute conducts juries where faculty members' practicing architects and professionals assess students work. The feedback of these juries is given to the students for improving the performance'

External Examiners appointed by SPPU: SPPU appoints examiners for various courses for endtermexaminations'TheseexaminersevaluatestudentsworkbasedontheCourse outcome prescribed by SPPU. The evaluation and assessment by these examiners is conducted as oral examinations which is.viva-voce and by checking the sessional work of the students. The marks given by them indicate the attainment ofthe programme'

Result: The results are declared by sPPU. The students' success in these examinations ensures the attainment of the program specific outcomes

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

2.6.3

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

Response: 82.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	48	00	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	57	0	0	0

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

2.7 Student Satisfaction Survey

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 4

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Since its establishment, the institution has championed a multifaceted approach centered on cultivating students' awareness of local culture, climate, and context. This ethos permeates academic disciplines like architectural design, humanities, and history, fostering a well-rounded educational experience. Through meticulously selected site visits and study tours across various regions of India, students are exposed to diverse cultures and climates, enriching their understanding of how communities adapt their lifestyles to different environmental conditions.

In partnership with organizations such as INTACH, the institute orchestrates workshops and seminars aimed at rejuvenating indigenous arts and crafts, particularly in the Nasik region. For instance, students recently participated in a workshop led by local artisans on the traditional craft of mask making known as 'Bohada.' They delved into the intricacies of this art form, documenting its significance, stories, and cultural relevance. Their efforts culminated in a documentary titled 'Bohada - The Tribal Mask,'

showcased on the INTACH Nasik YouTube channel. Furthermore, students showcased their newfound skills by integrating tribal masks into performances at the annual cultural festival, MET UTSAV.

In 2020, students embarked on an exploration of the intersection between form, function, and design fundamentals, fostering innovation. Collaborating with the Tribal Cooperative Marketing Development Federation (TRIFED), initiatives such as Bohada Mask making and a research report on 'Paithani: Weaving Cultures, Connecting Communities' were proposed, awaiting TRIFED's approval.

Subsequent years saw students undertaking documentation projects of ancient monuments around Nasik, immersing themselves in historical spaces for enhanced learning. Employing various mediums such as sketches, measured drawings, interviews, and audiovisual documentation, they meticulously recorded details of these architectural marvels. Notable examples include the documentation of 2nd-century BCE Buddhist caves in 2021-22, resulting in the creation of a documentary titled 'Trirashmi, In Search of Primordial.' Similarly, in 2022-23, students documented 12th-century Yadav era temples in Anjaneri village, producing a documentary titled 'Sacred Ruins, the Forgotten Temples of Anjaneri.'

Additionally, students participated in workshops on traditional weaving and pottery-making, where they learned to fuse traditional techniques with contemporary artistic expressions. To further foster innovation, the institution established an Incubation Cell, providing a platform for students and professionals to nurture their creative ideas. In October 2023, a workshop on 'Legal Provisions Relating to Intellectual Property, Copyright, Registering, and Trademark' was conducted by Prof. Dr. Harunrashid Kadri, aimed at raising awareness about copyright processes in design and architecture, ensuring stakeholders understand legalities and intellectual property rights.

In summary, the institution's comprehensive approach integrates cultural sensitivity, academic excellence, and practical experience, empowering students to engage creatively and ethically with their surroundings. Through collaborative initiatives and hands-on projects, students not only preserve local heritage but also contribute to its revitalization and advancement.

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

3.2.2

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

Response: 4

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	0	1	1

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

3.3.2

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

Response: 0.16**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

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

3.4 Extension Activities**3.4.1**

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

Response:

Institute has conducted varied programs ranging from lectures, films, debates, competitions, hands on activity and actual “shramadaan.”

Brief account of Activities.**Lectures –**

Several lectures and talks given by eminent personalities which were based on lives of social reformers like Savitribai Phule and Babasaheb Ambedkar were intended to get the students to ponder on the ideologies of these personalities and understand their responsibilities towards the society. Lectures on social issues like river front development for Godavari, and recycling of plastic waste (making bricks out of plastic waste) were conducted. In the plastic brick making workshop, an actual demo of making a few such bricks was given. These lectures were conducted by experts

who have knowledge in the fields, by people, either from the institute or by invited guests.

More lectures on Shivaji Maharaj and Himalayan expedition by Dr. Mahajan brothers of Nashik, delivered by Dr. Hitendra Mahajan himself was extremely inspiring and gave lessons of courage and persistence to the students.

Films –

Screening of films was chosen as a medium in certain cases to effectively make a point. These films included an enlightening one on women empowerment. The other one was on a very unique topic of 'Right to information'. These were found to be very effective in raising awareness amongst the students.

Competitions/ Debates

Various competitions were organised to bring out the potential in the students, develop creative skills and generate a healthy competitive spirit within them. Debates on social issues were organized to allow for expression and generate the thinking process. Students felt motivated and energetic and the activities broadened their vision.

Hands on activities -

One of the best mediums to enhance personality development and increase social awareness is an actual hands-on activity. Such events included celebration of Yoga Day, plantation of native trees in the college campus and Swachhta abhiyaan in Godavari premises.

Many social concerns can best be addressed through platforms provided by NGOs or other clubs working for a similar cause. Students of METSOA worked hand in hand with Rotary club of Nashik on projects addressing social issues.

Special Camp at Navedhagur

This 2-day special camp at a nearby village gave a real insight to the students about life in our villages and their issues. Students spent two days with the villagers asking out their daily activities, problems and future concerns.

We at MET's SoA & ID are further striving to expand the reach and touch upon more social issues while contributing to the betterment of the society more substantially.

Building awareness through the art of wall painting

In this activity students created graphics for social responsibility awareness through wall paintings .A derelict wall was transformed into an informative and visually interesting element creating a vibrant element for the neighborhood.

Sahitya sammelan wall painting

The students were encouraged to understand and interpret the rich traditional heritage through

wall painting enabling them to understand and interpret traditional knowledge and life of tribal community and its corelation with nature

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

3.4.2

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

Response:

Students of B.Arch. had documented 3 selected streets from old Nasik city in 2022. Students of all 4 years of B.Arch. (excluding 5th year students) were divided vertically to carry out documentation of selected streets and detailed documentation of a prominent structure on the same street. Three different typological buildings were documented by 4 groups viz. 2 temples, 1 wada & 1 chawl. The documentation was sent for annual INTACH Heritage Awards 2022 for Excellence in Documentation of Unprotected Heritage. The entry won the commendation award with prize money of Rs. 15,000/-, certificate and publication of the entry in a book by the same name. Awards ceremony was held on 18th April 2023 at Alliance Francaise, New Delhi for which two students attended and received the award.

The students of B. Des. department were encouraged by their faculty and institution to take part in the national-level design competition for designing a traffic island in Gujarat. The competition was conducted by the Indian Institute of Town planners, Gujarat Chapter, and focussed on reinterpreting the concept of Indian toys to suit the life size installation and design for the traffic island at Surat taking into consideration the real life context and limitations. Students won 2nd place in the 'Student Category' and received a trophy for the same.

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

3.4.3

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	0	1	0

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 7

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Classrooms, laboratories, computing equipment etc.

In 2017, the Mumbai Education Trust founded the School of Architecture and Interior Design at Govardhan village, Nashik. The institution is situated on 22 acres of land with a 7633 square meter footprint in a calm neighbourhood. The Council of Architecture, New Delhi, is the statutory organization that sets all the standards that the institute adheres to. The Savitribai Phule Pune University is associated with the institute. The college has 7633 sq. Mt of built-up area accommodating,

? Studios

? Classrooms

? Lecture rooms

? Auditorium

? Well-equipped Computer lab

? Library with reading area

? Laboratories

? Workshop with state of art machinery

? Administration

? Indoor sports room

Along with these; various multi-functional areas are incorporated so as to facilitate optimum utilization.

? Construction Yard

? Kund area for multipurpose activities

These locations offer interactive areas to improve the effectiveness and efficiency of the learning process. Taking into account the standard of the educational system and the infrastructure; From the academic year 2022–2023, an extra 40 students will be admitted, as approved by the Council of Architecture New Delhi.

The institution has adequate facilities for teaching learning viz. studios, classrooms, computing equipment, workshops.

All classrooms are enabled with IT facilities like

? LCD projector

? LAN

? White Boards etc.

To enhance teaching learning process the campus is covered with Wi-Fi. For safety and

security, the whole campus is covered under CCTV surveillance.

Our library is accommodating more than 1800 books, with 1068 titles, 58 no's of E-Books, 14 no's of National and International journals, followed by various E-resources. Library is run by as operating system named, MY ERP.

Library has compilation of thesis books, Settlement study etc.

The collection of study material in climatology, surveying and levelling labs, metal and wood carpentry workshops, building construction yards, and other locations provides workspaces and resources for the learning process.

The institute features a well-equipped computer lab with 38 machines devoted to student usage, all with the newest software.

The thoughtfully planned campus features covered, semi-covered, and open areas that allow for natural connections with the surroundings, creating the ideal atmosphere for experiencing "co-existence with nature." Students and teachers utilize these areas for intellectual talks, cultural events, and sporting activities.

Other than teaching learning facilities institute has sufficient other facilities like

- ? Indoor Sports room
- ? Transport facility (College Bus)
- ? Drinking Water Facility
- ? Wash rooms and Common rooms
- ? Auditorium
- ? CCTV surveillance
- ? College Security
- ? Canteen

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

4.1.2

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

Response: 35.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
92.52	14.25	3.52	120.41	51.95

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

A library of MET's School of Architecture and Interior Design, Govardhan, Nashik is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing, especially for Architecture and Design. Since the inspection in 2017, it started functioning effectively.

An effective library and information service is the main aim of the MET-SOAID library. It is growing with time to support the teaching, research and extension activities.

Vision

Our vision is to be a driving force in the academic, cultural, and social growth of the MET School of Architecture and Interior Design, Nashik. We aim to provide comprehensive information services swiftly and efficiently, maximizing accessibility and knowledge dissemination.

Mission

Our mission is to foster a culture of reading, digital literacy, and information awareness among our students. The MET SOA Library is dedicated to serving with excellence, prioritizing compassion and respect for every individual. We aspire to create a cutting-edge knowledge resource centre for Architecture, Design, and related fields, proactively delivering information resources and services to empower MET SOAID's teaching, learning, and research endeavours.

Values

Our core values of Knowledge, Service, Quality, Integrity, Respect, Communication, Goodness, Discipline, Accountability, Cooperation, and Problem-Solving drive everything we do, ensuring excellence, ethical conduct and

collaboration in all our interactions.

In alignment with Dr. S.R. Ranganathan's Five Laws of Library Science, MET SOAID Library upholds Michael Gorman's principles of librarianship, rooted in core liberal, democratic, and humanistic values. We respect all forms of knowledge dissemination, protect free access to knowledge, honour our heritage while pioneering the future, and advantage technology intelligently to enhance our service to humanity.

Library Advisory Committee

Library Advisory Committee of MET SOA Library supports the library in making its own decisions unanimously for major decisions like budgeting, selecting book vendors, purchasing and recommendation preparations, development of the library, etc. Library Advisory Committee conducts at least 2-3 meetings per year to evaluate and resolve the issues related to functioning of library.

Library Services

MET SOA Library is just not a resource centre but a service centre for resources. MET SOA Library is a very good service provider for extended library services like reprography, scanning and documenting, Book exhibitions, and orientation for Library uJagi and resea."h writing, Website, Email and WhatsApp readymade and customise services zui per users need. It also supports all institutional activities and helping as a backbone for institute. It helps in University examination as well as Admission drive. It supports research and cultural actives also'

Library Automation

The MET SOA library is well equipped with integrated automation system' barcode scanner, printer,)GROX Machine, DIGITAL Library etc. It has all types of resources like

-books,
journals, syllabus files, question paper files and e-books,
theses, e-resources, documented plans etc.

Details of Library Automation:-

- . Name of Software: MYERP
- . Type of automation: Partially
- . Year of Implementation: 2016
- . Current version: 1.0.0.1378

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

MET's School of Architecture and Interior Design: Empowering Creativity Through Cutting-Edge IT Facilities

Since its inception, MET's School of Architecture and Interior Design has remained at the forefront of technology, providing students with state-of-the-art IT facilities to enhance their learning experience. The institution's commitment to staying updated with the latest advancements in IT is evident through its robust Wi-Fi infrastructure, innovative e-library, interactive smart classes, and an array of computing resources.

Wi-Fi Connectivity

MET's School of Architecture and Interior Design has embraced the power of wireless connectivity from the very beginning. The institution's Wi-Fi network, implemented since its inception, has undergone regular updates to ensure seamless coverage across the campus. These updates, conducted annually, incorporate the latest Wi-Fi standards and security protocols, guaranteeing high-speed internet access for students and faculty members alike.

E-Library

The school boasts an impressive e-library, a treasure trove of digital resources accessible to students round the clock. Updated quarterly, the e-library houses a vast collection of architectural and design journals, e-books, research papers, and multimedia materials. The institution continually invests in expanding its digital library, subscribing to new publications and online databases, thereby providing students with the most recent and relevant study materials.

Interactive Smart Classes

Learning at MET's School of Architecture and Interior Design transcends traditional boundaries, thanks to its interactive smart classes. Equipped with cutting-edge technology, these smart classrooms facilitate dynamic and engaging teaching methods. Regular updates to the interactive whiteboards and audio-visual equipment ensure that educators have access to the latest tools, fostering an environment where creativity and knowledge converge seamlessly.

Computing Resources

With 60 computers at their disposal, students have ample opportunities to hone their digital skills and engage in intensive design projects. These computers are equipped with the latest design software and are routinely updated to accommodate evolving industry standards. Additionally, the IT team conducts monthly maintenance to ensure optimal performance, allowing students to work on their assignments without any hindrance.

A highlight of MET's School of Architecture and Interior Design is its state-of-the-art

smart screen, a technological marvel that transforms traditional classrooms into dynamic hubs of learning. The smart screen serves as a focal point for collaborative discussions, design presentations, and interactive workshops. Upgraded annually, this smart screen exemplifies the institution's dedication to providing students with cutting-edge tools for their academic and creative pursuits.

Internet Bandwidth

In conclusion, MET's School of Architecture and Interior Design stands as a testament to the integration of technology and education. . Through continuous updates and investments in IT facilities, MET's School of

Architecture and Interior Design reaffirms its commitment to nurturing the creative minds of tomorrow in a digitally enriched environment.

To cater to the growing demands of online research, collaborative projects, and multimedia presentations, MET's School of Architecture and Interior Design has invested in high-speed internet connectivity. With an impressive bandwidth of 500 Mbps, students can seamlessly access online resources, participate in virtual design workshops, and engage in research endeavors without any lag or interruption.

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

4.3.2

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

Response: 3

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

Response: 38

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.936	0.395	0.459	0.229	0.242

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 72.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	72	75	49	34

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 18.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	57	0	0	0

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 68.75

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	31	0	0	0

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

5.2.2

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

Response: 10

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 5

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	32	0	24	18

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

5.4 Alumni Engagement

5.4.1

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

Response:

MET's School of Architecture and Interior Design, located in Govardhan, Nashik, takes pride in its affiliation with SPPU (Savitribai Phule Pune University) and its commitment to a curriculum designed and approved by the university. The inaugural batch graduated in the year 2022, marking the beginning of a remarkable journey for its alumni. Today, these graduates are making significant strides in their professional journeys, with some practicing at renowned architecture firms and design studios, others establishing their own practices, and a few are pursuing higher studies. Alumni-authored books contribute to organizing orientation programs, enhancing the skills and knowledge of the students. The institute expresses gratitude to its alumni, who readily contribute to various activities, lectures, seminars, and informal meets. There is a dedicated web portal and social media platforms, including WhatsApp groups and Facebook, keep the alumni updated on the institute's happenings, fostering a strong and enduring bond. Although MET SOA & ID is in its seventh year with only one graduate batch, the alumni have played a significant role in the institute's growth. The formalization of the alumni association is underway, and the institute envisions an annual alumni reunion to further strengthen the ties between past and present members. The alumni contribute significantly to the holistic development of students on campus through a range of beneficial programs:

1. **Personality Development Initiatives:** Our alumni actively engage in conducting diverse personality development programs, fostering a conducive environment on campus to prepare students for the industry. These Initiatives aim to make students at MET more adaptable and industry ready. Additionally, alumni participation during the first-year induction and orientation programs provides invaluable insights into the life of architecture students at MET.
2. **Career Guidance Sessions:** MET hosts enlightening career guidance talks featuring alumni who have excelled in various fields such as architecture, interior design, green building design, conservation, and related areas like set design. These sessions offer students valuable perspectives on career paths within these domains.
3. **Higher Education Guidance:** Alumni generously share their experiences with students, providing guidance on pursuing higher education in both India and abroad. Their insights into career prospects in different specializations contribute to informed decision-making in the aspiring students.
4. **Placement Support:** Within our close-knit community, alumni play a pivotal role

in facilitating internships for students on campus. The strong network fosters meaningful connections, enhancing placement opportunities for students.

5. Project Assistance for Final Year Students: Alumni are actively involved in providing project assistance to final-year students. They offer specialized talks to guide students in their project work, sharing expertise on various topics.

Additionally, alumni contribute guidance for competitions, with students acknowledging their support in project reports. This collaborative approach enriches the academic experience on campus.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Mumbai Education Trust's School of Architecture and Interior Design (MET's School of Architecture and Interior Design) stands as a testament to the seamless integration of institutional governance and leadership with its overarching vision and mission. Founded on the principles of innovation, creativity, and sustainability, the institution has established itself as a global center of excellence in architecture and design education. This vision serves as a guiding light, illuminating the path toward academic and institutional excellence. Aligned with this vision is the institution's mission: "to nurture the next Seneration of architects and designers through rigorous academic programs, fostering creativity, critical thinking, and technical expertise. We are committed to promoting sustainable design practices, cultural diversity, and social responsibility. We empower our students to envision, create, and transform the built environment for a better future."

The institution's commitment to the National Education Policy (NEP) is evident through its proactive implementation of credit systems in Bachelor of Design starting from the 2023 academic batch and Bachelor of Architecture from inception in 2017. This forward-thinking approach has not only streamlined the academic framework but has also empowered students through the creation of Academic Bank of Credits accounts, fostering a sense of ownership and responsibility in their learning journey. Adaptability to changes in the external environment, such as shifts in market conditions, technological advancements, or regulatory changes, will allow the institution to adjust its strategies and operations towards meeting new challenges.

MET's School of Architecture and Interior Design's governance and leadership have been instrumental in driving sustained institutional growth by embracing innovation to stay competitive and relevant in a dynamic environment. Encouraging a culture of creativity and continuous improvement, and be open to adopting new technologies and methodologies that can enhance efficiency and effectiveness. Diversification can help mitigate risks associated with reliance on a single source of revenue and open up new avenues for growth. Furthermore, the institute's commitment to its Perspective Plan, both in the short term and the long term, is a testament to its strategic foresight. Decentralization allows for greater empowerment of individuals and departments. Faculty and staff at various levels can have more autonomy and responsibility for decision-making, leading to a sense of ownership and motivation. Decentralized institutes can better respond to local or specialized needs. Different departments or units may have unique requirements, and decentralization allows for tailored solutions.

In conclusion, M ETs School of Architecture and Interior Design stands as a beacon of

exemplary institutional governance and leadership. Aspiring for sustained growth with strategic planning, effective management, and the ability to adapt to changing environments the institutional philosophy is rooted in the contextual sensitivity. Contributing and collaborating with society, the design thought is informed by allied arts and natural setting of the region. Supporting the idea of co-existence, the process of learning follows paradigms associated with nature-culture links. 'Musangs' are lateral platforms of knowledge exchange. Workshops are hands on learning opportunities. Study tours are exploratory ventures to learn from varied cultures and climatic context.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The MET's School of Architecture & Interior Design's governing body crafts a Perspective Plan, aligning the institute's strategic goals with its Vision and Mission. MET SOA & ID fosters a cohesive teaching-learning process, maintaining discipline, promoting higher studies and entrepreneurship, embracing modern technology, Resources, and environmentally friendly methods.

PERSPECTIVE PLAN AND DEPLOYMENT YEAR: 2023 - 2027

Vision:

A creative community dedicated to the comprehensive learning through innovation who will demonstrate sensitivity and responsibility in their professional leadership, rootedness to context in their personal lives and resilience in their social evolution.

Key values :

Contextual response, conscious coexistence and evolutionary resilience

Mission:

1. Advocating Contextual response:

- Understanding of context through various dimensions and perspectives
- Strategizing to protect the natural and cultural environment
- Active listening and building Empathy
- critical thinking and continuous assessments
- transparency and ethical consideration

2. Cultivating Conscious Coexistence :

- Respect for diversity, collaboration and consultation
- Appreciating cultural pluralism and diversity
- Promoting dialogue and communication
- Community engagement
- Inclusive policies and conflict resolution training

3. Training Evolutionary resilience:

- Environmental stewardship and sustainability
- foster social connections and support networks
- Respecting the dignity of others and practicing compassion and concern
- managing stress, building emotional resilience, and coping with adversity
- adapting strategies or responses based on the unique circumstances

POLtCtES

THE MET LEAGUE OF COLLEGES, implements Performance Development Planning (PDP) meetings to define MET Bhujbal Knowledge City and preview work with staff. Employees review personal performance, document "self-assessment" comments, and gather necessary documentation, including 360-degree feedback results. A rulebook addresses common queries and concerns, noting its policies are subject to change at the organization's discretion. Stakeholders are informed through formal and informal means, and continuous improvement is pursued through feedback mechanisms.

APPOINTMENTS

Recruitment begins with the identification of faculty by the HOI/HOD, aligned with the workload distribution and outlined in the Roster maintained by the Institute. The HOI/HOD submits the draft advertisement through HR for Trustee approval. The recruitment process involves posting the job, advertising through various channels, receiving and screening applications, interviewing candidates, checking references, obtaining Director's approval through Trustee interviews, and final acceptance. Selection emphasizes evaluating qualifications, experience, past performance, educational background, and abilities. Post-recruitment, there's an induction program for new appointees, including a checklist of joining formalities such as welcome notes, introductions, completion of documentation, issuing of letters and identification materials.

SERVICE RULES AND PROCEDURES

MET-BKC prioritizes a disciplined work environment, stressing punctuality and attendance. Employees must sign the attendance register after RFID/Biometric system monitored by the HR department. Biometric scanning tool is used to maintain admin staff and faculty attendance. Leave policies cover earned, casual, sick, and maternity leaves. Teaching staff has distinct probation period entitlements, and vacations align with organizational schedules. Protocols govern compensatory off, outdoor duty, leave without pay, and timing changes. Disciplinary rules emphasize professional behaviour, electronic device usage, and workplace norms. Record retention ensures systematic documentation, reflecting MET-BKC's

commitment to professionalism.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The performance appraisal system at the institute includes a Self-Appraisal form,

Student Feedback, Peer Review, and Principal's Feedback. The adopted self-appraisal method involves comprehensive evaluation by students and peers for teaching faculty and administrative staff. Full-time faculty and staff members submit annual Self-Appraisal forms to the principal, assessing their own performance. Student feedback is collected each semester, reviewed, and discussed with faculty. Peer reviews are conducted by a team of faculty members, contributing to a comprehensive understanding of teamwork and performance. The principal analyses all inputs to evaluate and take suitable actions.

The principal regularly engages with students informally, gathering academic progress insights and feedback on teaching. Both formal and informal interactions occur with faculty and administrative staff, assessing their potential and performance. Reviews of self-appraisal and peer-review forms guide salary evaluations. The system encourages self-awareness, providing opportunities for improvement. Transparent and motivational, it aids decisions on promotions, warnings, and further actions based on consistent performance. Performance reports inform annual progress and promotions, fostering continuous improvement.

EFFECTIVE WELTARE MEASURES

To accomplish this, the management has devised and designed several measures for the enhancement of its teaching and non-teaching members.

- a) Employers Provident Fund Facility: To all faculty members and administrative staff.
- b) Timely Salary: Timely Salary Payments every month, advance salary paid well before the Diwali vacation.
- c) Leave: Casual Leave, Medical Leave, Office Duty leave, Vacation leave, Earned Leave and Maternity leave for Faculty members and administrative staff
- d) Promotions: Appreciation on acquiring higher qualification and years of experience by higher grade with applicable scale.
- e) Celebrations: Birthdays of Faculty members and administrative staff are celebrated in the institute.
- f) Sports Facilities: Well-equipped Sports facility is available for faculty members and administrative staff in the campus.
- g) Financial Support: Financial assistance is provided to faculty members and administrative staff for publications, Conferences, Faculty and staff Development Programs and workshops.
- h) Individual Insurance Scheme: coverage for all Staff Members.
- i) Gratuity Benefits: Gratuity benefits are made applicable to all faculty and administrative staff members as per provisions of Payment of Gratuity Act. L972.
- j) The Institute constantly strives to enhance the professional skills of its faculty members and administrative staff.

CAREER DEVELOPMENT/ PROGRESSION.

The Institute encourages and motivates the faculty members for

- a) Attending workshops, conferences, seminars.
- b) Attending Faculty Development Programs and Teachers' Training Programs
- c) Granting duty leaves for such purposes.
- d) Undertaking research projects and writing of research papers.
- e) Providing all the infrastructure and facilities for promoting such research

activities.

f) Delivering lectures as guest lecturers or resource persons at different institutions.

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

6.3.2

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

Response: 1.69

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

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

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 14.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	6	1	2

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

RESOURCES

LIBRARY: Subscription to k-hub.in an e-library has been successfully activated on a login-based module. The k-hub.in e-library is an extensive compilation of e-resources accessible through a single platform, classified into different subject areas.

k-hub.in e-library is dedicated to strengthening the research pursuits of students, faculties, researchers, and scholars throughout the country by offering them a variety of resources such as e-Journals, eBooks, e-articles, Videos, Conference Proceedings, Case Reports, e Newspapers etc.

NDL: MET SOA & ID has tie up with NDL a National level Digital Resource platform. Our institute can utilize the National Digital Library for enhanced learning, research, and resource accessibility, fostering academic excellence and innovation.

COMPUTER LAB: Set up with latest PC's, Software, Printers and Plotters.

CONSTRUCTION YARD: Dedicated space to practice Construction Techniques hands on.

WORKSHOP: Space with metal, wood working machines, Laser Cutting Machine, 3D printer.

SPORTS ROOM: Indoor Sports equipment, with Gym planned.

FUNDING

The institution functions as a self-funded entity, relying on fees to drive development and improve academic quality. The principal annually compiles a budget, addressing new needs, which undergoes approval within the Local Management Committee or College Development Committee. Each activity is assigned a specific budget, and any surpassing is justified through a revised budget. Academic activities, faculty development, infrastructure, and student-centric needs are prioritized. Resources are efficiently utilized, with computer labs supporting regular courses and certificate programs, classrooms hosting lectures, and studios available for various purposes, including competitions and NASA-related work. Library access is extended to students from other colleges.

The budgeting process is meticulous, covering salaries, student-related expenses, infrastructure, and research. The comprehensive system addresses regular expenditures and facilities like the library, canteen, sports, gymnasium, and IT resources. The annual budget aligns with revised academic requirements, assessed by the principal and forwarded to the management for review. Management allocates funds accordingly. Purchases follow a structured approach, gathering multiple quotations, preparing a comparative statement, and obtaining the

principal's approval before placing orders. Payments are systematically released, encompassing salaries, entity payments, and daily expenses. Emergency provisions are in place.

Regular budget reviews ensure optimal resource utilization, reflecting the institution's commitment to financial transparency and efficiency. This disciplined approach empowers the institution to meet its diverse needs, contributing to sustained academic growth and infrastructure development.

The institution conducts an internal audit each fiscal year, with the most recent internal audit conducted for the year 2021-2022 by an internal auditor, and no significant issues were identified.

During audits, it is verified that actual expenses do not surpass the budgeted

amounts, and proper procedures and management approval are consistently followed.

The information from the internal audit assists in understanding the institutional funding available to cover yearly budgeted expenses and any potential deficits in running the system.

The primary source of income is student fees

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

AQAC - VTSTON

To prioritize a culture of quality as the foremost consideration for Higher Education Institutions by institutionalizing and internalizing all initiatives, supported both internally and externally, by the institution.

OBJECTIVE

The primary aim of IQAC is to:

- a) Establish a system for deliberate, consistent, and catalytic action to enhance the institution's academic and administrative performance.
- b) Promote measures to improve institutional functioning by internalizing a quality culture and institutionalizing best practices.

STRATEGIES

The goal is to establish a system for conscious, consistent action to enhance academic and administrative performance in Higher Education Institutions. The focus is on promoting institutional functioning through internalizing a quality culture and institutionalizing best practices, ensuring a sustained commitment to excellence with internal and external support.

FUNCTIONS

The Institutional Quality Assurance Cell (IQAC) is entrusted with diverse functions, including the development and application of quality benchmarks for academic and administrative activities. It aims to foster a learner-centric environment, facilitate faculty maturation, and collect stakeholder feedback for quality improvement. IQAC organizes workshops, seminars, and quality circles, documents programs leading to improvement, and serves as the nodal agency for coordinating quality-related activities. It maintains an institutional database,

conducts periodic audits, and submits an Annual Quality Assurance Report (AQAR) as per NAAC guidelines, contributing to sustained quality enhancement in Higher Education Institutions.

BENEFITS
 The Institutional Quality Assurance Cell (IQAC) at MET SOA & ID prioritizes clarity and focus in institutional functioning for quality enhancement. It ensures internalization of a quality culture, coordinates activities, provides a basis for decision-making, acts as a dynamic system for quality changes in Higher Education Institutions, and establishes an organized methodology for documentation and internal communication. MET SOA & ID emphasizes quality education beyond classrooms, engaging practicing architects for lectures, juries, and site visits, fostering skill development and overall student growth. The college's initiatives enhance academic quality through contextual study tours and guest lectures.

After the constitution of IQAC following activities are initiated to impart the overall growth of the students and faculty members-

1. Academic Symposium

At the start of the year involves teachers presenting plans to advise B. Eminent architects' association enhances academic quality, refines processes, bridges curriculum-industry gaps, and supports faculty development

2. Orientation Programme:

It is arranged in the first week of First year academics. It has creative activities to orient students towards various subjects and aspects of architecture. Through these sessions, students get to learn various extra-curricular and non-curricular concepts. This helps in their overall development.

3. Research symposium

Organised on the theme of the three verticals - Design, Technology and Humanities.

Research methodology and technical paper writing- for the development of the research acumen in the faculty, technical paper writing lectures were arranged. This helped faculty members to document the academic works and promote the research paper writing.

REVIEW OF TEACHING LEARNING PROCESS

Academic activity planning precedes each session, with the Academic Coordinator and principal creating an annual calendar. Year class, and subject coordinators are appointed. The IQAC ensures regular meetings between the academic coordinator and year coordinators, promoting faculty engagement in evolving and reviewing teaching-learning methodologies.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**

4.Participation in NIRF and other recognized rankings

5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: D. Any 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Title: Promoting Gender Equality and Ensuring Safety: A Comprehensive Approach at MET SOA & ID

MET SOA & ID demonstrates unwavering commitment to promoting gender equality and fostering a safe, inclusive, and supportive environment for all its students through regular Gender Audits and various initiatives. The institution embraces co-education, ensuring equal opportunities for all students and actively advocating against gender discrimination.

Gender Equality Advocacy The institute promotes co-education to foster collaboration among students regardless of gender, ensuring fair representation in committees and activities. Awareness programs tackle issues like anti-ragging and sexual harassment, empowering students to contribute to a gender-equitable society. Compliance with the Sexual Harassment of Women at Workplace Act is ensured through an Internal Complaints Committee, facilitating easy reporting and prompt action on safety concerns.

Safety and Security Prioritizing safety, MET SOA & ID employs a dedicated security team and extensive CCTV surveillance across campus, with continuous monitoring and patrols to prevent incidents. Measures at entry and exit points further enhance security, ensuring the well-being of students, staff, and infrastructure.

Counselling Services Recognizing the importance of holistic development, the institute offers comprehensive counselling services led by faculty members and a trained counsellor. Regular sessions, both individual and group, address personal challenges and facilitate student well-being, often involving parents for a holistic support system. Female students receive dedicated counselling, complemented by mentorship from faculty members, strengthening support networks and personal growth.

Dedicated Common Room Respecting privacy and comfort, MET SOA & ID provides a separate, well-maintained common room exclusively for female students. Located on the ground floor, this space offers essential facilities and ensures hygiene, enhancing the overall student experience.

Through these initiatives, MET SOA & ID demonstrates a holistic approach to gender equality and safety, fostering an environment where all individuals can thrive and contribute positively to the community.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: D.1 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: E. None of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Social education and awareness are expanded through the organization of various lectures and activities. MET School of Architecture and Interior Design (MET SOA & ID) has proactively engaged in a variety of social initiatives, including cleanliness drives, initiatives to reduce plastic usage, competitive events, and a wide range of curricular and co-curricular activities.

In the humanities, the curriculum places a strong emphasis on subjects like anthropology, sociology, linguistics, philosophy, history, and political science. It aims to establish a connection between these disciplines and architecture by exploring their relevance to human society, civilization, and culture. This has been achieved through exposure to various cultural practices and beliefs, study of tribal cultures across India, festivals, etc.

The universal themes addressed within the humanities encompass Arts and Leisure, Basic Needs, Values and Beliefs, Communication and Education, and Technology. The program underscores the importance of Social Awareness through Values and Morals throughout its duration.

Design development, in the context of time, space, and people, is a key focus, encouraging students to conduct research on socially pertinent subjects aligned with their own sensitivities. Inculcating such sensitivity is embedded in the academic pedagogy as well, heightening the understanding of socio-cultural diversity. Regular field visits and study tours strengthen the understanding and appreciation of regional diversity. Our initiatives through workshops and guest sessions have emphasised the need to bring diverse expertise, representing regional uniqueness in skills, to share their knowledge and craft with the students. Such initiatives are key to providing a wide range of exposure. Our faculty is conscious and sensitive towards socioeconomic diversity and strives towards the harmony among them.

To further this objective, lectures have been organized on topics related to social awareness, such as Women's empowerment, and featuring accomplished individuals in sports and other fields. Events that promote social harmony, such as costume and dance programs during festivals like Dussehra, Diwali,

and Navratri, are also part of the curriculum. This fosters an environment for mutual respect towards various cultures and their practices.

Advancing this vision, we have also established the “Environment and Diversity Cell.” One of the aims of the cell is to cater to the diversity among the members of the institution, along with recognising and sensitising them regarding the diversity of communities around us.

Eminent lawyers have been invited to conduct lectures aimed at educating students about values, obligations, rights, duties, and responsibilities as responsible citizens, also regular lectures have been conducted on Constitution values and Democracy. Lectures on the various nuances of democracy have also been conducted for students. These sessions have explored the length and breadth of our constitutional rights, duties, and responsibilities. This emphasizes our commitment to shape conscious and aware citizens of tomorrow.

At MET SOA & ID, our commitment lies in adapting our educational philosophy to the evolving needs of society and the passage of time. We aim to provide education that best serves and benefits our community.

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

7.2 Best Practices

7.2.1

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

Response:

Institutional Best Practices: 1

1. Title of the Practice: Heritage mapping

2. Objectives of the Practice: We have been organising heritage documentation for the students regularly. This is intended to inculcate skill based learning in documenting heritage precincts and buildings. The students work together in groups, focusing on specific locations in a given site. This is intended to foster exchange of knowledge between students and faculty. We also organise a heritage documentation competition where student groups are guided by faculty members. The documentation concludes in a jury.

3. The Context :The documentation is seen as an intensive exercise that the students undertake over a period of about a week. Students of architecture are expected to comprehend the relation of

cultural development with architectural development and think critically about these intersections. The groups are expected to document a street or a neighbourhood and one chosen structure in it in detail. Students of design engage in documenting crafts and cultural practices.

4. The Practice:This has encouraged students to excel as it creates a positive and competitive environment among them. This is a unique initiative as its goal is not only multifaceted, but its intentions are in alignment with the design projects that the students undertake in the following semester. After the documentation, the students start working on design projects in their studio which are linked to the study undertaken. This is a key feature as it enables the students to understand the correlation of documentation and cultural understanding with design. This has opened up many discussions around concerns of historic contexts, cultural sensibilities, and the role of designers in such contexts. The annual heritage documentation competition concludes in a jury. The jury happens in the form of students exhibiting their documentation work and engaging with the jury in presenting their understanding and receiving feedback.

5. Evidence of Success: The competition concludes with a jury and cash prizes are awarded by the college to the winning group. The documentation of old Nashik was submitted for the INTACH documentation award, and was highly commended and it was acknowledged by an award from INTACH. We received the Commendation award for the central zone. This achievement at an organisation such as INTACH highlights the high quality of documentation that the students undertook and the success of this initiative.

6. Problems Encountered and Resources Required: The documentation requires meticulous planning at our end and preparations begin in advance. The logistics of the tour and allocation of responsibilities is a key step in the overall process. We also plan the whole program with all its details such as the jury well in advance for the smooth and successful operation of the program. The institute allocates dedicated funds to support this annual cash prize and also provides for the expenses for the jury, including their honorarium. One of the challenges recently has been scheduling the dates for this initiative, keeping in mind the schedules prescribed by the University.

Institutional Best Practices: 2

1. Title of the Practice: Musings

2. Objectives of the Practice

We have initiated “Musings (Dialogues in Advancement of Design)” as a platform to invite experts from different fields to share their experiences and insights with the students and faculty. We have dedicated two hours on Friday afternoons every week for such activities, and we conduct these sessions about twice a month. These sessions have been insightful and have been well received by the students and faculty alike. The themes are broad ranging and the speakers come from diverse backgrounds. It is also an opportunity for the students to connect with some of the professionals, activists, and artists of the city, and occasionally from outside the city.

3. The Context

We often find that education in a singular field can become linear. Keeping this concern in mind, we were focused on imparting an education which exposes the students to multiple fields. The

involvement of experts is seen as a vital component in imparting it. This involves reaching out to specialists and identifying their expertise which can be beneficial. We have focused on inviting guest speakers who have expertise in fields including, but not limited to heritage, environment, and arts. This is also seen as a platform where the leading professionals and activists of the city connect with the institute. These collaborations have played an important role in developing a multi-dimensional approach to architecture and design.

4. The Practice: Musings has been one of our flagship initiatives from the inception of the institute. These sessions have considerably added to the expanse of intellectual inputs for the students and faculty. One of the initial efforts in this direction was the making of “Meet the Masters” panels. This is a curated series of displays in the campus that exhibits the prominent works and thoughts of leading figures in the fields of Architecture, design, and art.

5. Evidence of Success: In such an endeavour, the engagement of students with the guest speakers becomes crucial to facilitate a beneficial conversation. These conversations have trickled down to the work undertaken by the students in their studios. This has been the agenda, and has been effective, as seen in its integration with academics. The series of panels of “Meet the Masters” has been lauded by some of the guests and is a constant reminder of some of the important personalities in the architecture, design, and art fraternities.

6. Problems Encountered and Resources Required: It has been our constant endeavour to promote these sessions and integrate them into the academic schedule and make it relevant to the learning process. It sometimes becomes difficult to integrate them in the schedule keeping in mind other activities and events, and examinations. We have been trying our best to ensure that we strike a balance between them, allowing students enough time for various activities and pursuits. Continuous institutional support has been a source of support to carry out these sessions. These sessions also require considerable preparation and thinking on the part of the objectives of inviting selected speakers.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Environment and Diversity Cell

Our institute is situated in Govardhan, a diverse and rich ecology. As a leading architecture and design institute in the city, we see our engagement with the surrounding environment as crucial and of utmost importance to us. Since the inception of the institute, we have been committed to furthering this intention through different activities and programs at the institute. By extension, we are also invested in engaging with communities and settlements around us. Our vision for diversity and inclusion reflects our commitment to engage with a broad range of communities and people. This motto is rooted in the values of the place we work in and it is a flagship initiative of our institution.

It has become increasingly essential to address the immediate context we inhabit, and more so in our case, located in an environmentally and culturally sensitive area. Govardhan is located in the city's periurban area, which has witnessed development in the surroundings in the recent years. It is also rich in terms of its resources, for instance the Gangapur dam, which is in close proximity to our campus. We have been conscious of these natural resources around us, and have been cognizant of the same. It is also important to note the biodiversity in the surrounding areas.

We have invited experts to speak about such issues as a part of the "Musings" series that we have been regularly conducting. We had invited Mr. Rajesh Pandit, the president of Namami Goda Foundation. He has extensively worked at the grassroot level towards raising awareness about our rivers, and the importance of Godavari river in the context of our city. Other presentations have highlighted issues of plastic waste management and sustainability. These sessions have been thought provoking and have played an important role in shaping our pedagogy.

We have also integrated this vision with the education imparted at the institute. Under the elective "Environmental Energy Management", our students undertook the documentation of the Nandini River. This river has played a key role in the river ecology of the city and it is currently faced with multiple changes and challenges. This led to the documentation and eventual making of a consolidated report. This report was also commended at a public event by Mr. Rajendra Singh, a noted water conservationist and environmentalist. This was very encouraging for the students and faculty, and has set a high benchmark for further engagement and research in this direction. We have promoted students to undertake place based research under the subject "Research in Architecture." Students have undertaken relevant research, identifying issues of the city. Their research has raised concerns of housing inequity, informal settlements, and rampant development in the periphery. Study tours to environmentally sensitive and rich regions around the city such as Trimbakeshwar have been initiated. This intrinsic inclusion of environmental concerns with academics has enriched the students and benefited their understanding.

Our annual rural exposure tours for the students of first year are focused on exposing them to rural settlements and understanding their lifestyle and culture, in the context of the built environment. The

students have been to villages such as Bari and Korlai, which are situated in complex geographic settings, with unique ecosystems and surroundings. The students stay in the village and develop an understanding of vernacular architecture early on. This study is integrated in the design studio, where the students then design spaces keeping in mind the requirements of the village, its inhabitants, and their context.

In terms of inclusion and promoting diversity, we have taken initiatives at multiple levels. Our students have documented tribal inhabitations and settlements and closely looked at their interactions with nature. This also includes engaging with their cultural practices, arts, crafts, and traditions. The Bohada mask makers of the district have a tradition of making paper mache masks. This tradition is unique and holds a cultural significance for the tribes. Our students documented this tradition and were closely involved with the community. Our students were exposed to Chitrakathi, who are the traditional practitioners of storytelling. We have also hosted activities where we have welcomed artists from different backgrounds. The golden grass weaving workshop that we organised, hosted two women practitioners over three days. Their expertise was duly recognised and the students benefited from participating in this initiative. In the past, the students have also been exposed to copper and glass enamelling art traditions through two workshops. We intend to continue this practice and deepen our commitment to engaging with people from diverse backgrounds, skills, and expertise.

We have formed a cell dedicated to this cause. The formation of the “Environment and diversity cell” would concentrate its efforts in the fields of environment and culture. The cell has been formed with an aim to engage in relevant activities and conduct events and programs to further its intentions through publications, public events, visits, workshops, etc. It will continue to engage professionals and advisors outside the institute to contribute towards its activities. The cell engages with the faculty and students, adding to the educational pedagogy.

Our thrust on the importance of recognising contemporary facets of environment and diversity has been crucial in formulating our pedagogy and aligning our activities. We envisage to take this vision forward and develop our institute as a distinct resource centre that has a focus on understanding and responding to these aspects. This alignment is both future oriented, as well as rooted in place. We sincerely believe in continuing our efforts in this direction and advancing it in the future.

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

5. CONCLUSION

Additional Information :

Institutional philosophy –

The curriculum focuses on self-development in resonance with the social context progressively across the five years of Architecture and four years of Design.

- Questioning fundamentals: In the first year, the fundamentals are challenged while approaching new ways of perception and expression. The learning process is based on exploration and experience. The core program of this year is sowing seeds of sensitivity for the inner self and surrounding, and an exposure to allied arts and other design descriptions.

- Reviving the self: This year is based on cultivating attitude, values and ethics rooted in cultural ethos. The essence of this year is about understanding evolution of space with respect to human perception, diversity and response to context; where association to physical environs is significant.

- Building Conviction: This year the focus is on learning through beliefs, investigation and experimentation. The course is based on the response to cultural context with regards to human and physical geography. Exploring links within and across built and un-built is an essential component.

- Searching for an Identity: The core of this year's program is engaging self with a passion where one is working with spirit, heart and mind. The intent is to arrive at a role of a critique with respect to self and surroundings while finding ways contribution towards society and professional identity.

- Finding grounds: The final year is focused on understanding role and responsibilities of architect in the social realm and to emerge with a language of self expansion.

Concluding Remarks :

MET's School of Architecture and Interior Design intends to play a multifaceted and crucial role in shaping the creative field which is sensitive to the context. Providing a structured and comprehensive education that equips students with the knowledge, skills, and critical thinking abilities is the integral part of the conduction. Fostering an environment that encourages experimentation and original thinking, the institutional philosophy is focused towards the development of new ideas, approaches, and design solutions that address contemporary challenges in architecture, design and related fields. The architecture and design programs emphasize interdisciplinary collaboration, reflecting the reality of the profession. By encouraging students to work with professionals from various disciplines, the institutes prepare graduates to navigate the complex and interconnected nature of modern design projects.

In several ways and forms, the institute is nurturing engagement in research activities that contribute to advancements in the field. Faculty and students together conduct research on heritage awareness and conservation, sustainable design, materials innovation, urban planning, and other relevant areas, pushing the boundaries of knowledge and practice. With the rapid advancements in technology, the school plays a crucial role in integrating digital tools and technologies into the curriculum. This includes teaching students how to use computer-aided design (CAD) software, building information modeling (BIM), virtual reality, and other tools that are integral to contemporary design practice.

MET' SOA & ID emphasizes global perspectives in the curriculum. Students are exposed to opportunities

for international guest speakers, study programs, exposing them to diverse cultural contexts and different approaches to design challenges. We promote community engagement through outreach programs, partnerships with local communities, and service- learning initiatives. This not only benefits the community by addressing real-world issues but also instills a sense of social responsibility in students. This institute is a dynamic entity that goes beyond traditional teaching and serves being integral component to the evolution of the design profession, influencing the way architecture is practiced, fostering innovation, and preparing students to meet the challenges of the contemporary built environment.