SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KAMLA RAHEJA VIDYANIDHI INSTITUTE FOR ARCHITECTURE AND ENVIRONMENTAL STUDIES

VIDYANIDHI BHAVAN II, VIDYANIDHI MARG, J.V.P.D SCHEME, 400049

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

KRVIA was the product of a liberal economic policy in education. During its formative years, the founder director set the tone of the institute's pedagogy. The formative circumstances of KRVIA had to deal with the existing dogmatic structure of evaluation-based academics that undermined the possibilities for an engaged and enabling academics. The teaching methods revolved around the question of representation and aesthetics. Architecture emerged as an assemblage of various forces that were assumed to be 'Indian'. The first years also engaged with global architectural theories and their relevance in the Indian context. The emergence of an interdisciplinary understanding, the Encounter lecture series and the annual journal (Reflections) are important milestones that have formed KRVIA as an important centre for architectural learning. The second phase witnessed the shift from an aesthetics-based pedagogy to a context-based inquiry. Architecture was seen as a product of contextual expression and a product of a naive urbanism. KRVIA also witnessed a de-centralization with respect to the academic decision-making process. This phase enabled the consolidation of subject-wise expertise and a concentration of disciplined inquiry. The third phase took the urban agenda forward where the architectural inquiry constantly sought embedded conditions through a multi-disciplinary approach. The emergence of a multi-disciplinary faculty body has enriched individuals with specific subject expertise. The naïve contextual urbanism is now seen as a manifestation of the urban realm where the sphere of Architecture constantly finds itself negotiating with urban forces. The most important project that the institute took in this phase were several international consortiums and research projects. The formation of the post-graduate program is an outcome of all these endeavours. The discourse on architecture began to create a significant bridge between the profession and discipline. It is extremely important that an architectural institute must go beyond the prescriptive learning method into an interpretive and explorative method of learning. To operationalize interpretive and explorative methods, the institute had embarked on multidisciplinary discourse much earlier in its inception and it continues to not only build and strengthen its pedagogy but has also become relevant in contemporary times, in terms of the knowledge that it produces and disseminates in the public domain.

Vision

The KRVIA imagines its pedagogic structure as a trans-disciplinary narrative that can reconfigure the existing edifice where the critical regional question becomes a force to reckon with, and would encompass the conceptual framework drawn with diverse forces. It envisages a stage where pedagogy needs to climb the ladder of epistemological understanding through various disciplines and build a conceptual framework for architectural learning (trans-disciplinary learning, allowing fresh inquiry into the role of architecture, architectural and urban questions. The discipline discourse on architecture and urbanism was staged around four fundamental domains: knowledge domain, practice domain, critical domain and regional domain. The naïve contextualism paved the way for a regionalism discourse. However, standing at current positions, one may raise fundamental questions which are apparent and necessary, simultaneously because the pedagogic structure must address the unfolding reality and emergence of new paradigms and technology. These questions are:

1. Does the multi-disciplinary approach paralyze the question of design and aesthetics? Is the urban question on

architecture claustrophobic?

2. Is the sphere of architecture reducing? Is it a global phenomenon?

3. How is it relevant to India?

The KRVIA vision for the coming years is embedded in the above-stated questions. Hence it is necessary to imagine a pedagogic structure that rests on this foundation. The trans-disciplinary narrative can perhaps re-configure the existing edifice. The critical regional question can encompass the conceptual framework drawn with diverse forces. The future of architectural pedagogies rests in the hands of individuals with a newly cultivated knowledge that anticipates manifestations at various scales. It is a stage where pedagogy needs to climb the ladder of epistemological understanding through various disciplines and build a conceptual framework for architectural learning (trans-disciplinary learning). The epistemic understanding through a transdisciplinary mode allows fresh inquiry into the role of architecture, architectural and urban questions.

Mission

Changing times and new learning methods has challenged the existing methods of teaching, and learning. Perhaps it is time for a change in spatial infrastructure and its physical manifestation. As a result, education methods and modes are changing dramatically, with the distinctive rise of e-learning, wherein teaching is undertaken remotely and on digital platforms. These changes that have come about now are here to stay for a while and we have to see it as an opportunity and also as a range of alternatives. However, it is important to upgrade architectural learning with resources in the form of physical and spatial means. The existing infrastructure at KRVIA is equipped to sustain an equitable & inclusive, enabling & sustaining a physical as well as e-learning ecosystem.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The strength of KRVIA in academics has always been twofold; multi-disciplinarity and the diverse interests of the faculties. It has built its pedagogy over a period,fostered the culture of the learning environment, and finally it has established leadership in knowledge production in the city of Mumbai. At the level of pedagogy, KRVIA has always been able to push or blur boundaries between various disciplines and able to formulate academic agendas beyond the regular syllabus. This has shaped the philosophy of the institute and naturally paved the way toward NEP

Institutional Weakness

While on one hand we are able to build institutional philosophy with diverse human resources,on the other the weaknesses are at the level of infrastructure. The institute is based in a prime location with high real estate values, where housing the students often becomes difficult. It would be extremely desirable at this stage to build a hostel/staying facilities or collaborate with the Trust to overcome this weakness.

Institutional Opportunity

The opportunity lies at the level of pedagogic structure that relies on the existing foundation of its three decades of existence. With newer emerging knowledge, it is the time where pedagogic questions need to climb the ladder of epistemological understanding of various disciplines and build a conceptual framework for architectural learning (trans-disciplinary learning). The epistemic understanding through a transdisciplinary mode allows fresh inquiry into the role of architecture, architectural and urban questions. The trans-disciplinary narrative is the need of the time which can re-configure the existing edifice of knowledge with the larger question related to critical regionalism. The transdisciplinary framework would encompass the conceptual framework drawn with diverse forces including local knowledge, its resilience along with climate change to formulate new architectural pedagogy.

Institutional Challenge

The formidable challenges lie always at the level of architectural education. Recent global trends indicate that the sphere of architecture is reducing. To make any pedagogical aspects relevant, we need to grapple with not only contemporary knowledge in architecture but also keep in tandem with global imperatives. Architectural education must respond to these challenges, not only through skill building but with an attitude towards environmental, ecological, and climate change. The gap between academia and global imperatives is constantly increasing and making any defined issues only remotely connected to education. The important challenges are enabling processes that re-examine the fact. It requires committed leadership and faculty resources, along with focused academic agendas, integrated approaches towards teaching and practice, and importantly social reachability.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The KRVIA offers Bachelor's and Masters Courses in Architecture (Urban Design and Architectural and Urban Conservation) under the aegis of the University of Mumbai. While we follow the University syllabus closely, it itself allows every college to interpret it quite freely based on the college's interests. For example, it is only in the 6th Semester and 10th Semesters for the B.Arch; and in the 2nd and 4th Semester for the M.Arch courses that the University holds central examinations. It also allows schools to interpret the mandatory subjects based on the school's interests. It has also allowed for courses like 'College Project' and 'Electives' which constitute a substantial portion of the credits. At the KRVIA we have leaned into the possibilities that the curricular openness provides to design a course that can cater to our academic and pedagogic intentions. We have shaped a course that can enable students to engage with the issues that plague our spatial environment. These include the questions that are emerging around climate change and the environment, the increasing inequalities in our cities, and questions of history, memory and heritage. As we believe that the academic space is not only a consumer or a disseminator of knowledge but actually produces it, we encourage research thinking as an integral part of the course. We also believe that for a course in architecture to be relevant, it has to constantly break the boundary between itself and the rest of the world and develop courses that are addressing the concrete realities that we are living in. As the scope of architectural and urban thinking has become more complex in contemporary times, we have also come to believe that architecture has to open itself out to

frameworks from other disciplines to remain vital and relevant. Across the school, we have tried to blur the boundaries between disciplines. At the masters level, we have designed a curriculum that constantly allows students from the Urban Design and Conservation courses to interact and learn from one another. This broadens the possibilities of both practices.

Teaching-learning and Evaluation

The main components of the structure of the course typically have three kinds of delivery mechanisms - the Studio, Lecture and Seminar Courses and Electives; while the course itself is divided across three interlinked streams- Design Studios, Technology and Humanities Courses. Parallel to these is a Study Trip Programme where students are taken to different contexts and asked to engage with them through the act of observation, analysis and representation. Studios: The studio is the space where the performance of the design is rehearsed through specific actions that the learner is asked to engage with. The act of design is one that conjoins analytical and abstract thinking with embodied action in a dialectical relationship with each other. The studio is usually based on a study of a site that the student carry out in groups. These help a student to gain skills in people management and leadership that are essential to work within the field. These courses are evaluated based on periodic reviews held throughout the semester. While each review has a different emphasis, there is a final review with external jurors for the Design Studios. Lectures and Seminars: These courses serve to create a background of knowledge in different fields like the humanities, technology, history, etc. within which the act of design takes place. They expose the students to new concepts, and ways of thinking, and can offer specialised skills that can contribute to the overall development of the student. The evaluation in these courses takes the form of examinations, tests, or written assignments. Electives: These are spaces to explore new areas of interest. These allow the students to see the role of architecture within a broader cultural context. They can take the form of transdisciplinary explorations, specialisations or parallel interests that can enrich the understanding of the student. The evaluation for these courses is based on the nature of the elective. Participation and engagement can also be criteria. Other Engagements: The KRVIA also has many parallel activities and programmes that are important to the creation of the learning environment but do not have credits. These include Exchange Programmes, Workshops, etc.

Research, Innovations and Extension

KRVIA conducts electives twice a year for a week designated as the elective week as opportunities for students to challenge presumptions, discover new narratives, and explore mediums of representations and the affordances of each. Practitioners from a variety of disciplines are invited to conduct intensive courses in varied formats- workshops, lectures, site visits, walks, and skill development. Electives are opportunities for students to learn outside the syllabus and are assigned tasks at the end of the week in the form of written works, photo essays and other mediums that are also published as part of the school's annual 'Reflections' magazine. The Research and Design Cell, now designated as the Research and Development Cell is the research and consultancy wing of KRVIA. It was incubated in 1995 with the aim to connect the theoretical and research agendas of KRVIA with the practice of architecture, urban development and myriad urbanisms in the city and later expand to other parts of the country. The Cell has engaged with the city of Mumbai and the Mumbai Metropolitan Region in multiple ways since then, be it the redevelopment plan of Dharavi in 2005 or the restructuring of the Mill Lands in 2008-09. The Cell interacts with various agencies concerned with urban development and explores methods of understanding and intervening in the metropolis informed by multiple disciplines including architecture, namely history, economics, sociology, geography, planning and informatics. The Cell operates as a think tank involved in knowledge production and dissemination. In this endeavour, it

also engages with key institutions like the National Institute of Urban Affairs (NIUA) in New Delhi, Mumbai Metropolitan Regional Development Authority (MMRDA) and Municipal Corporation of Greater Mumbai (MCGM) in Mumbai and civil society organizations that shape the contours of the urban landscape not only in Mumbai but other parts of India. The Cell has archived independent research on the city of Mumbai and many other cities across India complete with maps, images, and documents that are also available digitally. The research that is undertaken informs the studios and courses taught in the institute and are well integrated engaging both faculty and students. There are 7 categories of research/consultancy programs that are currently operational under the KRVIA Research and Design Cell now designated as the Research and Development Cell.

(1) Consultancy projects (eg Mill Lands; Dharavi project)

(2) Funded research projects (Eg: GRIDs)

(3) Capacity Building through National/International Research Programs (eg: BInUCom and BreUCom)

(4) Research Grant initiated from COA, NIUA (eg. SAAR initiative of the Ministry of Housing and Urban Affairs, Government of India where KRVIA is one of the 15 institutions of higher learning selected in the project)

(5) KRVIA MOOC (6) KRVIA Fellowship which is a student-initiated research program

(7) KRVIA Funded Research which is a faculty-initiated research program

Infrastructure and Learning Resources

At the KRVIA, infrastructure is set to enable a flexible and constructive learning environment through aspects of shared and dedicated resources. Some of the shared resources include the audio-visual rooms for various types of screenings, a library that is digitally equipped facilitating online and offline access alongside archiving the works of the institute since 1992 and the workshop space on the ground floor that is shared among all courses to help build intuitive ways of hands-on building. The smart boards with touch screens along with sound systems in the studios offer the ease of communication and referencing while guiding students, this aspect particularly aids in presenting secondary resources while pitching possible design futures. The specific labs such as the Digital-lab, Publication-lab, Computer-lab and the Research and Development Centre are an integral part of course activities while collaborating on other projects in their individual capacity. The electrical system, internet networking and IT automation has been updated to meet the growing demands from new teaching methods employed in the curriculum, increase in the student population and the ability to retrieve data for future references. The update has led to the efficient use of resources, especially space and time. It has enabled valued engagements within the institute and other universities through exchange programmes and has strengthened the research efforts of the institute while engaging with communities in the city. The infrastructure overhaul is an ongoing process to accommodate new technology while offering it as learning resources in this changing built-environment.

Student Support and Progression

The KRVIA has instituted various supportive programs over the years that help facilitate the overall academic development as well as create an environment conducive to the capacity building of a student and offer financial and emotional assistance, in an attempt to create an encouraging, inspiring educational establishment.

The KRVIA reaches out to organizations to award scholarships to provide need-based financial aid to students from economically weaker sections. The Mohan T Advani Centennial Scholarship by Blue Star Foundation meets part of the tuition fees and supports the students throughout the course. Around 2-5 students are selected for this scholarship every year.

The DTE meritorious students under the EWS category are also eligible for scholarships given by the social welfare department. The KRVIA engages in a transformational mentorship programme that allows the student to look forward to experiencing a relationship of inspirational camaraderie with the mentor. This programme works symbiotically for the mentor, the mentee and the Institute. The mentor's role is to foster an encouraging, empathic and ethical relationship in complete confidentiality.

The institute desires to work closely with the students in the formative years i.e., the first to the third years. A committed mentorship is aimed at a fulfilling relationship across five years that helps the students overcome various difficulties and create a sense of belonging. It is crucial that the mentorship is nurtured over this period to build a relationship of mutual trust as well as encourage active involvement in one's personal and professional growth.

Ms. Neha Patel, Psychologist & Psychotherapist, and student counsellor is available twice a week for the students to speak to, on mental health concerns and other challenges they may be facing. Students can arrange for visits through the website, via email or telephonically in complete confidentiality.

Year coordinators manage all aspects of academic, administrative and student affairs of respective years. They help curate the various courses based on the pedagogic intent set by the Director. and are responsible for students' academic progressive performances, attendance irregularities and overall development of the students.

The KRVIA aims to foster an environment that is supportive, inclusive, welcoming and a safe zone to express one's identity. Educative lectures with regard to sexual/ gender-based harassment are carried out and students are encouraged to come forward to report and prevent incidents pertaining to the same.

Governance, Leadership and Management

The Institute is governed by a central body known as the Governing Council, which broadly discusses and approves decisions related to finance and charts the future path towards faculty and academic development. The GCM meets twice a semester and is represented by one member from the management, a representative from the Council of Architecture, the Registrar, and the Director.

The second body is known as the College Development Committee (CDC), which is an advisory body to the Governing Council(GC), where all the decisions towards finance and academic or faculty development, prior to

GC approval, are recommended with suggestions and amendments. The CDC is represented by members of the management, the director, and elected faculty members, administration and student council members and meets twice a semester.

The third body is the Academic council (AC), which advises the director on the pedagogic structure and long-term academic advancement, development of courses and exchange programs. The body has representation from one member of the Governing Council, three invited members from architectural practice and academics, one invited member from civil engineering background. The AC meeting is held twice a semester.

The fourth body is the Academic Forum (AF), which is represented by the deans, the director, and elected faculty members. The AF is an advisory body to the academic council (AC) and deliberates on the academic pedagogic structure and framework for academic development.

The fifth body is Deans-Director (DD)and is represented by all the deans and the director. This meets fortnightly, and discusses the implementation of the pedagogic framework, course curriculum, study tours and exchange programs and finally the outcome of the same. The DD meeting is also responsible for carrying out the student and faculty evaluation process.

The sixth body is the Faculty Forum (FF), which is represented by all the faculty members, deans and the director, which meets fortnightly and discusses the administrative aspects of academic planning, implementation and outcome along with academic outreach programs.

The seventh body is the Administrative Unit, which is represented by the director, chief accountant, and registrar. The Admin Unit discusses the financial budgeting and implementation as per the GC recommendation. It also discusses the admissions & administrative aspects of compliance of university, DTE and COA.

The academic responsibilities of publication, research & development cell, exams, infrastructural development, exchange programs, timetable and fellowship programs are divided into five academic units (AU) and represented by all of the core faculty members

Institutional Values and Best Practices

The KRVIA's architectural values revolve around three major areas: Critical Discourse | Representational Discourse | Research Discourse. The critical studies sequence builds a foundation in critical thinking that engages in historical and contemporary disciplinary contexts. These critical thinking skills drive the technology sequence with assignments that question emerging technologies, conventional and innovative material assemblies, and the role of architectural representation. Critical thinking is also practiced in the design studio with assignments that introduce long-standing disciplinary questions, engage the social role of architecture, and respond to audiences, geographic contexts, and programmatic activities.

Changing times and new learning methods have challenged existing learning and practice methods. The multi-disciplinary values are embedded as a core value system for architectural thinking, which is clearly evident in the learning outcomes and the diverse practice engagement outside the institute. The advocacy of core architectural values has changed the monolithic structure of practice and resulted in many ways that practice

could be imagined, that would impact the quality of the built environment and human life.

Within the monolithic or the legacy model of practice, KRVIA has managed to carve out newer areas of best practices in the form of how the design domain could be disseminated through either awareness or buffer practices that use a variety of media and means. Such core values have facilitated the multiple possibilities of architectural thinking and advocacy that are multi-layered, networked, participatory, flexible and sustainable, thus enabling the architect's role in shaping society, environment and people on an equitable platform.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAMLA RAHEJA VIDYANIDHI INSTITUTE FOR ARCHITECTURE AND ENVIRONMENTAL STUDIES
Address	Vidyanidhi Bhavan II, Vidyanidhi Marg, J.V.P.D Scheme,
City	Mumbai
State	Maharashtra
Pin	400049
Website	www.krvia.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Manoj Parmar	9122-26700918	9833784167	9122-26208547	naac.krvia@krvia.ac.in
IQAC / CIQA coordinator	Kimaya Keluskar	9122-2608539	8879643754	9122-2608547	kimaya.keluskar@krvia.ac.in

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 minroity institution	No

Establishment Details

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State	University name	Document
Maharashtra	University of Mumbai	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	22-07-2022	12	We have applied for COA approval for the current Academic Year

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	Vidyanidhi Bhavan II, Vidyanidhi Marg, J.V.P.D Scheme,	Urban	0.93	3602.15

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,Undergraduate Department	60	Twelfth Examination with physics chemistry and maths or ten plus three diploma examination with maths	English	80	80
PG	MArch,Post Graduate Department	24	Bachelors of Architecture	English	20	18
PG	MArch,Post Graduate Department	24	Bachelors of Architecture	English	20	8

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				4				8				24
Recruited	2	0	0	2	2	2	0	4	3	2	0	5
Yet to Recruit				2				4				19
Sanctioned by the Management/Society or Other Authorized Bodies				4				8				24
Recruited	4	0	0	4	2	2	0	4	9	10	0	19
Yet to Recruit				0				4				5

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				8
Recruited	7	1	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
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

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	Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	4	0	0	2	1	0	3	7	0	17
UG	0	0	0	0	0	0	0	0	0	0

	Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	1	0	0	0	0	0	2	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	0	0	1	2	0	5	4	0	13
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**	**Others**	**Total**
	20	13	0	33

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	169	5	0	0	174
	Female	223	21	0	0	244
	Others	0	0	0	0	0
PG	Male	10	0	0	0	10
	Female	50	1	0	0	51
	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	16	17	14	12
	Female	24	20	13	10
	Others	0	0	0	0
ST	Male	2	4	2	4
	Female	2	2	6	3
	Others	0	0	0	0
OBC	Male	14	14	13	14
	Female	21	24	23	17
	Others	0	0	0	0
General	Male	98	97	107	116
	Female	237	243	231	225
	Others	0	0	0	0
Others	Male	9	14	13	14
	Female	14	9	16	17
	Others	0	0	0	0
Total		437	444	438	432

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To emphasise architecture as a discipline, it has been necessary to broaden the definitions of architecture from merely an act of making buildings to understanding the culture of buildings. To comprehend this, there has been a concentrated and deliberate attempt within the school to open ourselves to understand multi disciplinary cultural production. This is often assumed to be outside the domain of architecture. Knowledge of these formations helps us to broaden as well as articulate the domain and structure of knowledge within the discipline. Our extracurricular activities have also engaged proactively with the field and practice to deepen our understanding of the role of architecture in society.

	We have enabled this through our Workshops, the Annual Lecture Series, and other allied activities involving both, the students and the faculty.
2. Academic bank of credits (ABC):	Our institute is affiliated with Mumbai University and hence our students will be directly registering for the ABC under Mumbai University. We have informed all our students to register themselves for the ABC. The process of registration is under process.
3. Skill development:	he KRVIA has been conducting elective courses biannually. These improve the students' skills and hones their critical thinking. Students make their choices from the offered electives. Practitioners from multiple disciplines art, theatre, film, poetry etc are invited to conduct workshops. Some workshops also have a technological orientation like GIS, photogrammetry or use of specific specialized software and digital platforms apart from those taught in the regular curricula. Some electives oriented towards the humanities and history and help to improve the critical thinking abilities of a student.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	KRVIA has always got students from diverse cultures and socio-economic backgrounds. The course demands visual as well as vocal skills. However we in the initial years give our students a choice of speech while explaining their design ideas or an understanding of theoretical concepts, we also encourage them to learn the English language thoroughly so they are able to communicate in English (Course Language). Under IKS institute is closely working with their faculty to deliver lectures (MOOC) in different Indian languages for larger outreach. Currently, there are three MOOCs in Marathi, Gujarati and Hindi.
5. Focus on Outcome based education (OBE):	The courses offered as part of the Bachelor in Architecture curricula at the KRVIA are conducted either as studios or lectures. Both of these are structured as outcome based education. There are program outcomes that are formulated for each program of the B.Arch., M.Arch - Urban Design and Urban Conservation programs. The learning outcomes for each of the courses in these three programs have a direct relationship with the overall program outcomes. At the end of the term, the attendance and performance of the students in each

	course determines the attainment.
6. Distance education/online education:	The architecture course is primarily a studio based course, where the students are encouraged to be present and work collaboratively with faculty. Therefore, the Council of Architecture does not encourage distance learning in any form. However, KRVIA has a very active MOOC platform, offering courses beyond the curriculum and is very actively used by students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) is in the process of being set up with 2 students from each class representing their classes along with faculty from the field of Humanities and political science appointed to help them in various ELC activities that would pan out throughout the year. The nodal officer will be overlooking the entire activities and a report would be prepared to document the various activities in accordance with the mandate set forth by the district electoral director. The committee consists of the following member of the college 1. Nodal officer - Minal Yerramshetty. 2. Assisting faculty - Ms. Binti Singh and Ms. Sarah George. 3. Two Student members from each class and they are Shivali Sheth and Vaishnavi (5th year representative), Pankaja Damankar, and Krish Daswani (4th year representatives), Rajveer Suryavanshi and Vanshika (3rd year representative), Zaha D'Souza and Rijul Tandon (2nd year representative), Vaishnavi Barthwal and Shreya Thopate (2nd year M.Arch representative.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the student Coordinators and coordinating faculty are appointed by the institution as per the guidelines offered by Electoral Literacy for the state of Maharashtra. The faculty members are from the Social Sciences and Humanities background. The club appointed is representative in nature and is in the process of formulating the Standard Operating Procedure (SOP) for the same.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include	The Institution has initiated the process of collating the number of students who are eligible for the

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.	registration of Voter ID. The institution shall also conduct a special lecture on the importance of voting and how one vote is responsible for the change you seek. The ELCs shall also facilitate voter Id registration for eligible students.
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.	At KRVIA student body always engages with real-time scenarios and people exploring spatial conditions of living work and recreation. The studies, and research work adopted by the institution don't directly address the electoral issues but do have them as underlined concerns while engaging with communities, administrative boundaries etc. Once equipped with complete knowledge of ELC's our students can work towards awareness about ELCs and their crucial importance in today's time and date.
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.	As mentioned earlier Data collation of students eligible for Voters Id registration is under process. The institution shall help in the facilitation of Voters Id registration

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
121	121	120	118	116

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: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	19	20	20

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
79.44	38.93	41.64	37.65	56.00

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:

Academic Schedule and Activities: The Institute follows a structured process for academic planning and course assessment. The schedule is prepared based on term dates provided by Mumbai University and includes various activities and events throughout the academic year, such as elective weeks, workshops, study trips, examinations, holidays, special lectures and events such as the convocation ceremony.

Course Content and Schedule of Assignments: Course content, teaching methods, and assignments are planned before the start of each term. Faculty members collaborate with the deans and colleagues to ensure a cohesive delivery of content across different years and programs. Faculty members, along with year coordinators, prepare a comprehensive schedule of assignments for each term, considering the workload and dates to prevent a heavy workload on students. Course structures along with the schedule and dates for assignments are uploaded on Moodle. The content is shared with both faculty and students at the beginning of the term. The course content is periodically updated based on previous outcomes and student feedback.

Progress Tracking and Assessments: Throughout the term, regular meetings are held to track the progress of each course. Internal assessments, including theory exams and studio course reviews, are conducted to evaluate student performance. Theory courses have both internal sessional work and a final written paper conducted by the institute on behalf of Mumbai University, with assessment procedures as per the university's guidelines. The successful completion of all internal assessments is crucial for students to progress to the next term, as per the regulations of Mumbai University. Students who do not meet the minimum sessional mark are provided an opportunity to improve through the granting of a condonation period. At the end of the term, an exhibition of student work from all courses organised allows faculty to assess the learning outcomes of the batch and plan future courses and assignments accordingly.

Mid-term reviews: The reviews of mid-term attendance and marks help identify students who may be underperforming, and this information is communicated to parents. External reviews, by academic and industry professionals, are held to evaluate student work and facilitate collective learning.

Documentation: All these processes, including student performance records, are documented through the Enterprise Resource Planning (ERP) system for effective management and tracking.

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:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	100	98	103	98

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:

The KRVIA firmly believes in preparing students not only for their professional life but also in sensitizing them to issues of relevance. Through our curriculum, we aim to address the following:

Professional Ethics: Our curriculum includes dedicated courses or modules on professional ethics, where students learn about principles like academic integrity, accountability, and respect for diverse perspectives. The institute further emphasizes the significance of Intellectual Property Rights and educates students on their ethical and legal implications.

Gender: The KRVIA aims to create a more inclusive and equitable society by nurturing professionals who challenge gender norms and advocate for greater gender equality. In this regard, certain courses within the curriculum engage more directly with gender issues, recognizing the profound impact of gender spatialization on architecture and its crucial role in understanding the relationship between social structures, everyday life, and the built environment. Theatre workshops that are conducted for the first-year students help students address societal constructs of beauty and eliminate gender-based differences thereby fostering a sense of equality and respect among students.

Courses like History of Architecture and Humanities delve into the evolving socioeconomic structures that shape gender roles and influence the design of public and private buildings, as well as the urban form. The architectural theory course further delves into gender-related questions within the architectural discourse.

Human Values: Throughout the curriculum, the importance of social responsibility is emphasized through community engagement, volunteer opportunities, and service-learning projects. Some of our design studios actively engage with communities in Mumbai, aiming to study, analyze, and provide design solutions for various neighbourhoods. A number of our programs for B.Arch and M.Arch students concentrate exclusively on examining issues related to informality and the environment, through the lens of the community. These programs select locations inhabited by vulnerable communities for in-depth study. During these programs, students visit the sites and engage in continuous interaction and participation with the community. Design proposals are developed in close collaboration with community members. Through these interactions and initiatives, the Institute provides students with a comprehensive education and equips them with the necessary skills to make meaningful interventions in real-world situations.

Environment and Sustainability: Recognizing the pressing need for environmental stewardship, the KRVIA ensures that students gain a deep understanding of issues, like climate change, biodiversity loss, and resource depletion. Through practical experiences, research projects, and sustainable practices on campus, we cultivate environmentally responsible professionals who can contribute to sustainable development.

In our courses on environmental studies, students are equipped to comprehensively understand, analyze, and address crucial issues such as livability, indoor environmental conditions, sick building syndrome, and energy-efficient built environments.

Additionally, students participate in urban farming initiatives where they explore the concept of edible and functional landscapes. To foster a sustainable approach, on-site manure is prepared using plant and organic waste generated from the campus and canteen kitchen. This initiative aims to sensitize students to the

environment and encourage the adoption of cyclic processes in daily life, thereby reducing the amount of organic waste produced on campus.

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:

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

Response: 110

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:

File Description	Document
Feedback analysis report submitted to appropriate bodies	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
121	121	120	118	116

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

2021-22	2020-21	2019-20	2018-19	2017-18
132	121	132	132	132

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	34	41	36	34

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	34	48	49	46

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:

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:

At the KRVIA, teaching methods have evolved over the past three decades, that prioritize the development of reasoning, analytical reading, critical and innovative thinking, and engagement with the city. These methods equip graduates to address a range of conditions in the built environment and employ inductive

and deductive logic.

Learning through Mapping: Mapping is a fundamental aspect of KRVIA's pedagogical practice. It goes beyond creating maps; it enables students to situate themselves in the world, establishing a dialectic between self and the city. Integrating the dynamics of the city into the studio space, digital platforms, and smartboards create an inclusive and dynamic environment for learning.

Tools, Labs, and Workshops: The transition of ideas or concepts into built realities requires appropriate tools, labs, and workshops. Faculty members at KRVIA utilize these resources to simulate design progressions, assess spatial qualities, and determine factors such as movement, ventilation, lighting, services, materials, and structural stability. Tools are introduced throughout the course, tailored to the intent and complexity of each semester.

Collective and Peer Learning: The first two years emphasize collective and peer learning, fostering the sharing of experiences, acquisition of new skill sets, and collaborative work scheduling. Workshop spaces introduce students to handheld tools and physical assembly, allowing for testing and analyzing precision and durability.

Digital Platforms and Software: Starting from the latter part of the second year, a focus on digital platforms for representation is emphasized. Modelling software such as AutoCAD, Revit, SketchUp, as well as Photoshop, Corel, and InDesign are introduced. In the third year, these platforms continue to be utilized, particularly emphasising technology courses related to building services, construction, and working drawings.

Simulation Tools and Software: In the fourth and fifth years, students are exposed to various simulation tools and software relevant to their investigative scale. Introduction to climatic sensors within courses like Building Services and Architectural Research and Design (ARD) enables students to understand and analyze microclimatic conditions post-occupancy. Wind tunnels and shake tables are utilized to test structural stability and suggest corrective measures.

Making Tools and GIS Software: CNC machines and 3D printers facilitate the creation of physical models during the design process, while GIS software is extensively employed in the Master's Department and the final two years of the B.Arch course for regional analysis and the development of built strategies. The inclusion of these tools and software fosters an environment of inclusive, participative, and experiential learning. The course methodologies favour the use of ICTs, encouraging students to develop a more engaging attitude towards these platforms, and recognizing their added value to the profession.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	36	38	36	36

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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	19	18	18

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:

I. Assessment Process: Faculty at the KRVIA conduct periodic internal and external assessments for each subject, and these assessments are communicated to the students. Students failing to achieve the minimum qualifying mark in internal evaluations are notified, and their parents or guardians are informed via letter. If a student continues to perform unsatisfactorily even after warnings, they are considered failed in the respective subject. To qualify for external jury/viva for the Architectural Design subject, students must clear their sessional exams as mandated by Mumbai University. Students dissatisfied with their published results can avail of the reevaluation system. Requests for reevaluation must be submitted to the admin department within seven days from the result announcement. The assessment procedures ensure transparency and inform students of their performance.

II. Mentor-Mentee Program: The Mentor-Mentee program ensures regular monitoring of student progress. Faculty members work closely with students to help them excel, address their weaknesses, and encourage better performance. The Mentor-Mentee program offers personalized support to students, aiding their overall growth and improvement.

III. Grievance Redressal Cell: The College Grievance Redressal Cell was constituted as per the University of Mumbai circular dated May 14, 2021, replacing the previously existing Students Grievance Cell. An online portal is provided for students to submit applications seeking redressal of grievances. Upon receiving an online complaint, the Institute forwards it to the appropriate Student Grievance Redressal Committee within 15 days, along with relevant comments. The Committee strives to create a conducive atmosphere for all individuals involved, making diligent efforts to address and resolve the grievances raised. The Grievance Redressal Cell provides a platform for students to voice their concerns, with the committee working towards fair resolutions and maintaining a favourable learning environment for all.

STUDENT GRIEVANCE COMMITTEE

Members Chairman of the Governing Council (Chairperson): Mr S. N. Kabra One other member of the Governing Council: Mr. Akshay Raheja Nominated by the Governing Council Director – Secretary: Mr. Manoj Parmar(Ex-officio) Two members of the Academic Council Nominated by the Academic Council: Mr. Ashok Lall Dean Concerned (M. Arch./B. Arch.) : Mr Rohan Shivkumar & Mr Ainsley Lewis Assistant Registrar: Mrs Priya Waradkar(Ex-Officio)

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 website has a link to the Course Book of the school, that details out the vision, mission and objectives of the course. It also details out the school's Programme Objectives and their intent. As these programme objectives have to be delivered through the courses within particular semester, we have also evolved particular pedagogic agendas for every semester. These are the 10 semesters for the Undergraduate programme and 4 semesters for the Postgraduate programme. These form the bridge between the larger Programme Objectives and the intent and methods for every course. These have also been detailed out in the Course Book, which is available online. Every course within the semester is also described in detail. The courses have also been loosely arranged along arcs of learning that intersect with each other. These are the stream of Humanities, Technology and Design. The coursebook is freely accessible to all. The University of Mumbai allows for quite a lot of latitude in the ways these courses are designed. It has designated 25% of the credits of every year to a subject called 'College Project' which it leaves entirely to the college to interpret based on its philosophy. It also allows for the college to split and consolidate courses. At the KRVIA, we have leaned into this opportunity to create new courses, and augment existing ones, to allow for new ideas in architectural thinking to emerge, and enable students with the best tools to learn.

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 levels are mapped at two levels- the course level by the faculty involved; and the institution level by the Deans. Corrective measures are discussed in internal meetings and with the IQAC. At the start of each semester, the faculties brainstorm on each of the vertical arcs to discuss the course progress across five years and also the courses taught within each year. This allows the faculty and the institution to map the horizontal integration as well as the vertical progression of courses. The MArch courses being specialised subjects have audited courses over and above courses prescribed by Mumbai University. The COPO attaintment is worked out for all the courses. A dean report is prepared every year which is then used as a reference document for the preparation of the upcoming academic year.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	78	119	74	80

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	80	122	80	90

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

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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:

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
37.8	66.4	00.0	110.0	00.0

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:

Established in 1996, the Research and Development Cell (formerly the Design Cell) has been actively involved in knowledge production and dissemination on various issues of architecture and urbanism in Mumbai and other cities. One of its key focuses has been conducting research on innovative practices rooted in the knowledge systems of indigenous communities and their cultural practices, particularly in lesser-known historic cities.

Research Projects: Noteworthy research projects supported by the European Union and Erasmus Plus, titled "Building Inclusive Urban Communities" and "Building Resilient Inclusive Urban Communities," have centered on indigenous communities and social groups that have historically contributed to urban processes but have not received recognition or they face dilution due to the prevalence of global cultures. Examples include fishing communities in the Vasai Virar region of Mumbai, disappearing ecologies like the wetlands of Kolkata, the freshwater stream (nehar) systems of Bhopal and Burhanpur, and the sacred groves of Kerala. These local ecologies are intricately linked to the cultural practices, social dynamics, and livelihoods of indigenous communities. KRVIA faculty members extensively studied these

interconnections through in-depth case studies across various Indian cities. The findings from this knowledge production informed the development of courses and studios, engaging postgraduate students and inspiring their in-depth research for their theses. Understanding resilience and sustainability through the lens of indigenous culture was a central focus of this effort towards knowledge production. The dissemination of these insights occurred through webinars, professional development courses (PDPs), and the publication of two important books: "Resilience and Southern Urbanism Towards a New Paradigm" and "Negotiating Resilience with Hard and Soft City." Both books were edited by Dr. Binti Singh, Dean of Research at KRVIA, and Prof. Manoj Parmar, Director of KRVIA, and were globally published by Routledge in 2022 and 2023, respectively.

Intellectual Property Rights: KRVIA has taken deliberate steps to foster awareness about intellectual property rights (IPR) and highlight their significance in knowledge creation and dissemination, in which KRVIA plays a significant role. Faculty members, who have contributed to peer-reviewed papers and authored books, are well-versed in IPR issues, including copyright and plagiarism, which are common in their respective domains of design, writing, and publishing. Students are also made aware of the serious consequences of plagiarism for their academic and design careers. To support this, KRVIA has implemented software such as Grammarly, which subjects all knowledge products produced by students and faculty members to rigorous scrutiny, providing an opportunity for revision and improvement. Thesis volumes submitted by students at the undergraduate and postgraduate levels contain certificates from Grammarly, highlighting the extent of citations made. Faculty members who are thesis and writing guides ensure that students comprehend the ethical dimensions of research, including those related to IPR, which have far-reaching impacts on society and the environment. Through its Research and Innovation Cell, KRVIA is dedicated to responsible research, academic excellence, and raising awareness about indigenous practices, knowledge production, and intellectual property rights, with a focus on positively influencing society and the environment.

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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
42	42	45	39	21

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	6	1	2

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

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

Response:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	8	7	10

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:

At KRVIA, many design studios actively collaborate with communities in Mumbai to study, analyze, and provide design solutions for issues and challenges within these neighbourhoods. Students across different semesters gain knowledge about human-nature interaction by focusing on specific locations within the city. Over the past five years, several projects have centred around urban farming in collaboration with neighbouring communities. The findings from these studies are made public through exhibitions that are attended by all. Exchange Programs, specifically designed for B.Arch and M.Arch students, exclusively focus on Mumbai city and explore issues of informality, environment, and history through the lens of communities. These programs select locations inhabited by vulnerable communities in areas such as Dharavi, Kalbadevi, and along existing river systems in Mumbai for in-depth study and intervention. The Exchange program follows a multidisciplinary approach and collaborates with institutes offering architectural and other allied courses in planning, management, urban design, or arts. Students visit the sites and engage in continuous interaction and participation with the community, mapping and representing the various issues they encounter. The design proposals are developed in close collaboration with community members. Another project, Local Area Planning (LAP), is exclusively conducted for M.Arch students. In this studio, students work closely with the community throughout the semester to develop local area plans for their neighbourhoods. They also interact closely with local politicians, businesses, and government agencies to prepare the plans. These interactions provide students with a holistic education and equip them with the necessary skills to make meaningful interventions in real-world situations. As part of their environmental studies, KRVIA students are provided with environmental instruments to conduct post-occupancy assessments. These assessments enable them to understand, analyze, and address key

urbanization issues such as livability, comfortable indoor environmental conditions, sick building syndrome, and energy-efficient built environments. Students have conducted post-occupancy evaluations for projects like Godrej Boyce and the Mahul Redevelopment and Resettlement scheme. In addition to these initiatives, first-year students at KRVIA explore the concept of urban farming, where they create edible and functional landscapes. They engage in harvesting vegetables and spices that are consumed by the occupants. On-site, they also prepare manure using plant and organic waste generated from the site and the canteen kitchen. The objective is to sensitize students to the community and the environment, promoting the cyclic process of reducing organic waste generated on campus and integrating sustainability into their daily lives. Through these community engagement activities and environmental studies, KRVIA fosters a deep understanding of the community's needs, environmental concerns, and sustainable practices. Students gain practical experience, develop empathy, and learn to create meaningful interventions that positively impact both communities and the environment.

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:

European Union Funded-BInUCom: Building Inclusive Urban Communities (2016-2019) The BInUCom project, funded by the European Union, aimed to enhance the relevance of architecture and planning studies by introducing multidisciplinary topics such as social inclusion, sustainable housing, participatory mapping, and environmental risk assessment. Over a period of four years, six new courses were developed and conducted in the undergraduate program, while the postgraduate program disseminated the project's learnings through design studios. The courses followed the Open Course model of MIT, making them accessible to a wider audience.

European Union Funded-BReUCom: Building Resilient Urban Communities (2019-2021) The BReUCom project, also funded by the European Union, focused on building resilient urban communities. It produced Open Educational Resources, including 10 comparative case studies and descriptions of new courses for graduate students. The project developed five new courses on urban resilience in existing graduate curricula and created 20 new Professional Development Program (PDP) modules on urban resilience for professionals from various backgrounds and experiences. The project followed the Open Courseware model of MIT.

National Institute of Urban Affairs- SAAR: Smart Cities and Academia Towards Action and Research (2020-2021) SAAR, a collaborative initiative between the Smart Cities Mission (SCM), National Institute of Urban Affairs (NIUA), and 15 premier architectural and planning institutes in India, aimed to facilitate collaborative action between academia and flagship urban missions. The initiative aimed

to maximize learning opportunities for students, institutions, and cities, fostering a strong connection between academic knowledge and practical urban development.

Global Designing Cities Initiative collaboration with MCGM and MTP, Bloomberg Foundation with KRVIA (2018) This collaboration involved a week-long trial in Mithchowki, Malad, to reclaim underutilized roadbed space for pedestrians and create a more user-friendly environment. The temporary artwork represented pedestrian movement and informed future street design and construction projects in Mumbai. The initiative aimed to improve street design and enhance the overall urban experience.

Hosted **Friedrich-Ebert-Stiftung (FES) India Workshop on Transformative Change Making (2017)** The workshop, hosted by KRVIA in collaboration with FES India, adopted RIVERse as a catalytic project to explore the Transformative Change Making (TCM) process as a means of coalition building and creating a new narrative for urban water ecologies. The project aimed to develop effective responses to achieve a collaborative urban vision by understanding the multifaceted dimensions of rivers.

Mumbai Inclusive Urban Vision- MIUV (2021) The MIUV project focused on investigating the potential of residual spaces under new infrastructure, such as the Mumbai metro, to transform them into accessible public spaces. The project aimed to reimagine and repurpose these spaces for the benefit of the urban community.

GRIDS- The Grids Collaborative (2019-2024) The GRIDS project, conducted in collaboration with The University of Edinburgh School of Social & Political Science, Law, and Society Trust, and the Institute of Development and Economic Alternatives, explores competing images, discourses, and conceptualizations of infrastructural grids in the city. It examines how infrastructural representations are linked to imaginations and ideas of urban difference and hierarchy, considering spatial, gendered, racialized, and intersectional interactions of inclusion and exclusion. These projects and collaborations demonstrate KRVIA's commitment to research, innovation, and community engagement in addressing various urban challenges and fostering inclusive and sustainable urban environments.

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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
09	06	04	08	04

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

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:

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:

State-of-the-Art Infrastructure for Seamless Operations and Research

The institution boasts a fully Wi-Fi enabled campus with seven dedicated Access Points managed by a high-speed Sophos firewall system. Classroom and studio spaces, as well as audio-visual rooms, are equipped with touch-enabled interactive screens connected to the institution's network, facilitating smart classes. The central computer lab houses 57 workstations with software like QGIS, AutoCAD, Rhino, GIMP, and more. The Masters studio has 10 workstations with all necessary software, while the library provides five workstations for student use and archiving academic material. The administrative office is equipped with 10 workstations, including software such as Tally and Office Suite. Additionally, the staff room and audio-visual rooms are also equipped with workstations, complementing the smart-class features of interactive screens. The network is divided into three nodes, ensuring efficient operations and accommodating future requirements.

Efficient Operations through Digital Management Systems

The institution utilizes an ERP system to manage academic and administrative data of students and faculty. This system grants access to all staff and parents, facilitating smooth functioning and ensuring efficient management. The Institute maintains its instance of Moodle LMS, an open-source learning management system, where academic content and schedules are updated. These digital management systems enable remote access to operational processes and contribute to the seamless functioning of the Institute.

Dedicated Spaces for Audio-Visual Activities and Discussions

The Institute provides three audio-visual rooms with varying capacities, along with a large auditorium capable of accommodating 600 individuals. These spaces are equipped with modern audio-visual equipment. Additionally, a conference room with a Wi-Fi-enabled digital screen is a suitable space for discussions and meetings.

Facilities for Research, Experimentation, and Outreach

To support research, experimentation, and outreach, the Institute offers dedicated spaces such as a publication cell equipped with state-of-the-art workstations and Adobe Suite for content creation, an

environmental lab equipped with monitoring equipment for assessing living environment quality, a workshop with machinery accessible to students, a digital lab specializing in geospatial data and observational sensors, and a well-equipped material lab continuously updated with the latest materials.

There is a construction yard in the premise that aims to provide practical learning opportunities and hands-on experience in the field of construction and building processes. This serves as a dedicated space for students to undergo practical training where they can learn about construction techniques and safety protocols.

Unmanned aerial vehicles (UAVs), have become increasingly popular and are revolutionizing various industries, including architecture. By incorporating drone technology into our educational programs, we aim to provide our students with valuable hands-on experience and prepare them for the future of these emerging fields.The school currently uses drones for aerial surveys and photogrammetry and is in the process of acquiring a drone with lidar capabilities.

Spaces for Congregation, Discussions, and Sports

The Institute provides spaces for congregation and discussions, including a Girls' Common Room, lawn area, and canteen. The stilt area on the ground floor hosts various activities. For sports activities, it utilizes the playground nearby, equipped with facilities for a variety of sports.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.3	4.6	4.3	16	29

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:

The KRVIA library serves as a vital source of information and a resource centre for students, faculty, researchers, and other enthusiasts. It boasts an extensive collection of over 10,000 books, drawings, maps, and reports covering diverse subjects such as Architecture, Urban Design, Urban Conservation, history, fiction, and more. Reflecting the multidisciplinary nature of the architecture course, the library offers a wide range of books catering to various interests and disciplines. The KRVIA library operations are efficiently managed through the integrated **library management software KOHA**. With the implementation of RFID systems, library users can enjoy smooth check-in and check-out processes, ensuring a hassle-free experience. The **KRVIA library catalogue** is globally accessible through the KRVIA website. The books are classified using the Dewey Decimal Classification (DDC) system and arranged in stack areas based on subjects for easy access. Students have the privilege of open access to the library, allowing them to explore the collection at their convenience. Subscribed e-resources can be accessed through DELNET, both within the library premises using the campus Wi-Fi and remotely with login credentials. The KRVIA library provides a comfortable and conducive environment for learning, equipped with air conditioning and a seating capacity of 50. Students, researchers, and scholars can also access theses, reports, and question papers through the **KRVIA Digital Library**. One-day membership is available for scholars, researchers, and students by prior appointment. The borrowing privileges at the library are as follows: faculty members can issue up to 5 books, bachelor's students can borrow 2 books, and master's students can borrow 4 books for a duration of 15 days. The new arrival section showcases the latest additions to the library's collection, keeping users updated with the latest resources. The KRVIA library follows the norms set by the Council of Architecture (CoA) for book acquisitions and periodicals. The reference section houses highly sought-after and valuable books that serve as valuable resources for research and reference purposes. Every Saturday, news updates are shared with the faculty, ensuring that they are well-informed about the latest developments in their respective fields. The library keeps track of footfall using Myfair ID cards, enabling them to analyze usage patterns and make informed decisions. The KRVIA library also handles the publications of the institute, contributing to the dissemination of knowledge and research. The Library Committee plays a crucial role in the development and review of library policies that impact the academic programs of the KRVIA, ensuring that the library services meet

the evolving needs of the institution. Overall, the KRVIA library serves as a hub of knowledge, providing students, faculty, and researchers with valuable resources, a conducive learning environment, and efficient services.

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:

IT Lab and Digital Infrastructure: The KRVIA IT lab is situated on the first floor of the institute, covering an area of 1250.00 sq. ft. It houses 50 operational computers, while an additional 24 desktops are distributed across different areas of the institute. The lab is supported by five dedicated servers that cater to ERP, library, GIS, and lab requirements. The networking facilities are supervised and maintained by a System Analyst and a Jr. Technical Engineer, overseen by the IT committee. Regular hardware and software upgrades, as well as internet bandwidth enhancements, ensure that the IT infrastructure meets the demanding requirements of architectural education. Essential components of the IT infrastructure include a dedicated ERP environment for administration, accounting tools, a Libex suite for the library, a GIS server, and a weather monitoring server. KRVIA provides a range of software applications such as CAD-BIM (Autodesk Revit/Graphisoft ARCHICAD), parametric design tools (Rhinoceros), publishing tools (Adobe Suite, Corel Draw), GIS software (ArcGIS/QGIS), and Microsoft Office suite for faculty and students. The institute maintains subscriptions for Windows, Adobe, Google, and Microsoft Teams, ensuring uninterrupted learning experiences for students even during the COVID-19 pandemic. Classrooms, audio-visual rooms, and meeting spaces at KRVIA are equipped with digital boards, enabling various modes of interactive teaching and lecture sessions. The institute also maintains digital archives of studio works, theses, and other programs, ensuring easy access to these resources. The regularly updated website further enhances the research environment at the institution, promoting virtual modelling, analysis of seismic and wind conditions, and facilitating simulation setups for physical models. The institute is also actively pursuing opportunities related to big data and artificial intelligence, aligning with Sustainable Development Goals.

Internet facilities: The institution has two internet lines, one with 50 Mbps for academic purposes and another with 10 Mbps for administrative use. The entire campus is Wi-Fi enabled, with restricted access for registered users. A network star topology is implemented with network switches located in different areas such as the computer lab, administration office, library, master studio, GIS lab, and publication section. The network is managed by seven dedicated Access Points (APs) supported by a high-speed

Sophos firewall system. Additional APs are planned for the Audio Visual Room 2, publication area, and library.

Virtual Classroom Platform: During the COVID-19 pandemic, KRVIA deployed Microsoft Teams as a virtual classroom platform to support students and faculty. Individual email IDs were provided to faculty and students, along with training on accessing the Office365 suite and utilizing 1TB of Microsoft OneDrive space for each user. This platform facilitated the storage and sharing of academic work, recorded lectures, guest lectures, and other educational materials.

Communication and Collaboration Tools: Students were assigned individual login IDs on the institute's domain. Each ID was provided Google Drive space for saving academic-related work, ensuring remote access and sharing. Online college exams, university exams, juries, and other activities were successfully conducted during the pandemic using links sent to students' IDs. Overall, KRVIA's IT infrastructure is well-equipped to support academic activities, communication, and collaboration on campus and during remote learning scenarios. The deployment of Microsoft Teams and Google Drive proved beneficial during the pandemic, ensuring seamless online education and efficient information sharing.

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:

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

Response: 85

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:

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
79.44	38.93	41.64	37.65	56.00

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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
108	109	107	97	107

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:

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

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

Response:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
100	121	111	110	116

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:

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	70	84	49	54

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	78	119	74	80

File Description	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:

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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	14	06	08

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](#)

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:

5.3.1.1 *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*

2021-22	2020-21	2019-20	2018-19	2017-18
08	06	02	03	03

File Description	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	0	15	15

File Description	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:

KRVIA Alumni Association (KAA) is in the process of registration. The first KAA committee has been formulated along with the MOU and a registration as a section 08 company has been filed. An alumni database is available on the AlmaShines portal, that is regularly updated as alumni self-register on graduation.Alumni-related works will be formulated after the registration process is complete. KRVIA alumni have a larger outreach and a global presence in diverse disciplines. The Alumni participate actively in guest lectures, workshops, and electives at the institute throughout the academic year. The Alumni also form a critical link for graduating students and the world of practice. The internship and placement cell works closely with Alumni for a larger outreach. KAA members are spread across the globe and are working in private, public and government sectors contributing to diverse array of work. Regular updates on alumni practices and achivements are posted on the Institute's website.

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:

The KRVIA vision has always dwelt on the single mission that the institute shall be an important knowledge centre for research in architectural & urbanism. To propel the vision in every aspect of institutional ideology and philosophy , the governance & leadership of the institution, is working as a collective unit in terms of roles and responsibilities at various levels. The honey-comb method of management structure is non-hierarchical yet well-defined . Throughdefined systems it enables the institute to work towards its mission. To establish the institutional mission of being an important centre for knowledge production, the systems have allowed to formulate not just multi-disciplinary pedagogical structures but also enabled the design cell and post graduate program as research & learning wing of the institute, using the city as its living laboratory. Such systemic approaches make it possible for the institute to play important roles in its mission as well as social connectedness.

The systems approach has allowed for a decentralization of decision making processes. This decentralisation. w has obligatory mandates that resonate the ideals of the mission. The formulation of various governing and advisory bodies along with the director and deans, through the institutional goal and mission has created a visible and well-articulated multi-disciplinary structure and faculty resource. Hence it is a natural evolution and progression of the institute to adapt or explore newer knowledge domains that dovetail into the existing honeycomb structure.

The institute has short term and long-term perspective plans, that are operationalized in its mission and vision. The changing times and newer learning methods has challenged the existing methods of teaching, learning and time. As a result, education methods and modes are changing dramatically, with the distinctive rise of e-learning. These changes that have come about now are here to stay and we must see it as an opportunity to build various possible ways to disseminate the knowledge along with range of alternatives. The short-term goals are to develop social-connectedness through e-learning and by expanding digital footprint of the institute within the city and influential sphere of policy makers. The formulation of Massive Open Online Courses (MOOC) and Centre for Resilience Learning (Corel) are important initiatives to mobilize the knowledge that is easily accessible especially within the domain of contemporary paradigm of built environment.

KRVIA, by virtue of its geographical location within the city of Mumbai, has a legacy of assembling leading contemporary scholars and practitioners from diverse disciplines to empower the next generations of architects, urban designers, urban conservationists to critically engage with the present and to direct the future of the built environment. The long-term vision is to establish the institute through its various post-graduate and doctorate programs that engage with research areas that are pertinent to and are Asia specific and probably move towards bigger objectives where KRVIA becomes an important learning centre in Southeast Asia.

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 KRVIA has several advisory and regulatory bodies in place to ensure effective administration and conduct of academic activities. These bodies include:

Governing Council: Comprised of members from the parent body Upanagar Shikshan Mandal and the Kamla Raheja Foundation, the Governing Council serves as the regulatory body overseeing the financial and administrative activities of the institute. They meet quarterly every financial year.

College Development Committee: Mandated by the University of Mumbai, this advisory body includes all stakeholders of the institute. It meets quarterly to discuss and provide guidance on various aspects of college development. The tenure for elected faculty and non-teaching staff members is five years.

Academic Council: This advisory body consists of the director, practitioners, and industry experts who provide guidance on the pedagogy of the institute. The council meets monthly, and its tenure is three years with a rotation of some members for continuity.

Academic Forum: This is an advisory body that plays a crucial role in reviewing the course curriculum and pedagogy at the institution. Comprised of the Director, the Deans and a few faculty members, the primary responsibility of the Academic Forum is to critically assess the existing curriculum and pedagogical approaches, identifying areas that require improvement or modification. Through discussions, deliberations, and research, the forum evaluates the effectiveness of the current courses in achieving the desired learning outcomes and identifies areas for enhancement

Faculty Forum: Comprising all faculty members, the Faculty Forum meets twice a month to discuss matters related to the smooth dissemination of academic and administrative activities. Administrative staff is invited to attend these meetings based on the agenda.

Smaller Academic Units: These units have defined scopes and focuses, such as publication, infrastructure, academic planning, and institutional outreach, to promote excellence in academia.

Finance Committee: This committee addresses financial issues and prepares the budget for the financial year. The chief accountant liaises with the Fee Regulatory Authority (FRA) of Maharashtra.

Administrative Staff Body: Comprising all administrative staff members, this body is responsible for liaising with the Directorate of Technical Education, Mumbai University, and the Council of Architecture.

They maintain service books for faculty and administrative staff, as well as records of each student and their progress. They utilize the ERP system to integrate this information.

Faculty Appointment: The faculty members are appointed through a rigorous process involving subject experts invited from Mumbai University and the Council of Architecture. Visiting faculty members are selected based on their professional and academic excellence, with remuneration determined by their qualifications and/or professional experience.

Internal Quality Assurance Cell (IQAC): The IQAC comprises the Head of the Institute, faculty members, management members, administrative staff, nominees from the local society, students/alumni, and nominees from employers/industrialists/stakeholders. It ensures the quality assurance of academic activities.

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:

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:

Performance Appraisal: The faculty evaluation process aims to enhance courses, create a dynamic learning environment, and facilitate promotion and tenure. This process involves four stages: Faculty Self Evaluation, which prompts reflection on academic performance, teaching effectiveness, scholarship, development, and knowledge sharing; student evaluations conducted each semester via standard online surveys; yearly evaluations by Deans based on course preparation, referencing and teaching methods, course upgrades, and research implementation; and a final report prepared by the Dean, Academic Affairs, and Director based on the three evaluation criteria. The evaluation results are provided to individual faculty members to support their professional growth and effectiveness. Non-teaching staff members are evaluated by their respective department heads based on self-evaluation. The Director also evaluates their performance in the end. The promotion is performance-based and the principle of "merit cum seniority" is applied. The Governing Council extended the CPAS (Career Progression Assured Scheme) to staff members. This scheme offers a pay increase to employees who have completed 12 years of full-time service but have never been promoted and are not eligible for a promotional post.

The Annual Increment for faculty and non-teaching staff is hybrid in nature, i: e mandatory (1.5%) + performance based (1.5%). The upgradation of the Pay scale by position is applicable only after the regularization of appointment by the University of Mumbai.

Increment Eligibility Criteria for Publication
Publication
•   Publication of Academic and Research work in Scopus Indexed journal or Chapter Contribution to a book in a known publication house: One Increment/every 2 years
•   Publication of book either Principal or Co-Author or Editor through known publication house: Two increments
Faculty members are permitted to undertake independent professional or research work outside their duties as employees of KRVIA, provided that this does not impinge on the time and attention required by their duties and responsibilities as employees.

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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	4	7	3

File Description	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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	4	8	3

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	17	17	18

File Description	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](#)

6.4 Financial Management and Resource Mobilization

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

Response:

The USM's Kamla Raheja Vidyanidhi Institute for Architecture and Environmental Studies have a strong policy of integrity and it maintains a transparent and accountable financial management system. Systems are introduced to regulate financial processes, prepare budgets, mobilise resources, monitor expenditures, maintain accounts, internal verification and internal audit. The College is able to implement various quality enhancement activities with its ability to mobilize resources from different sources for new programmes, research, extension, infrastructure, student welfare, and staff career advancements. The institution has formulated strict guidelines for financial management and it regularly monitors the institution's adherence.

File Description	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:

At KRVIA the primary aim of the IQAC (Internal Quality Assurance Cell) is to develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution. In order to promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalisation of the best practices, the IQAC committee was set up. The IQAC in KRVIA was earlier operational as LMC (Local Managing Committee) which was reformulated as CDC (College Development Committee) in the 2018 – 2019 academic year along with a separate IQAC Cell as per NAAC guidelines. The budget, allocation of funds, upgradation

and renovation of the building premises, academic events, and best practices to be adopted by the institution would get discussed and recommendations would be made for the same in LLM and CDC subsequently. Every alternate week, the FF (Faculty Forum) meeting is conducted to update the faculty on various course progressions in different years and updates on various other value-added programs, research work undertaken by the institute, publications, etc. The content discussed and minuted is fed into the IQAC committee operations for further discussion and action to improvise the institute's academic administrative and financial performance. IQAC focuses on institutional operations related to academic research and innovation. Curricula, course content, course evaluation, student progressive reports of each year, and a list of students who require special mentorship under the mentor-mentee program is been discussed in detail and corrective measures are been discussed and conveyed to faculty members and administrative staff to integrate it within the working systems during the current academic year. The IQAC meets quarterly (2 times within a semester) to ensure a seamless, efficient working academic calendar and high-quality outcome-based education for our students. The IQAC has evolved a mechanism and procedure for ensuring the timely, efficient and progressive performance of academic, administrative and financial units; adoption of relevant and quality academic and research programmes; ensuring equitable access to and affordability of academic programmes for various sections of society; the optimization and integration of modern methods of teaching and learning; ensuring credible assessment and evaluation processes services, and the sharing of research findings and networking with other institutions in India and abroad.

File Description	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:

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](#)

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:

The Kamla Raheja Institute for Architecture has instituted several programmes, to foster a sense of gender equity within the academic environment. These are through 1. Institutional policies and arrangements, 2. Curriculum and courses 3. Workshops and events 4. Self-Evaluation Processes 1, Institutional Arrangements The Internal Complaints Committee in compliance with UGC Guidelines has been set up that addresses complaints of harassment. This consists of senior members of faculty, staff and students as per the UGC guidelines. The policies for maternity leave have been set as per UGC guidelines. A dedicated Girls' Common Room and other infrastructures such as sanitary pad disposal machines are provided at the institute premises. 2. Curriculum and Courses There are several courses that engage more directly with gender issues than others The spatialisation of gender affects architecture in fundamental ways and is therefore integral to the understanding of the relationship between social structures, everyday lives and architecture. In the first year theatre workshops greatly help students get rid of their inhibitions with respect to their bodies, especially the sense of difference, inability or self-consciousness, ideas of beauty or ability. The nature of exercises that try to remove the differences that gender constructs are seen as fundamental to building a sense of equality and respect between boys and girls. The history of architecture and humanities courses open out changing socioeconomic structures, that reflect in gendered roles and the design of public and private buildings and the form of cities. (Refer courses Humanities Sem 4, 2021, 2020.) The architectural theory course opens out questions of gender within the writing of the history of architecture and architectural discourse. The Fifth Year Architecture Theory course looks at the changing notions of gender and looks at queer theory and its possibilities within architectural thinking and making as one module within the course. (Refer courses Architectural Theory Sem 3, Sem 9, & Sem 1, 21-22), College Projects Sem1, 17-18,18-19,19-20, 20-21) The Body of Architecture, an elective conducted in the year 20-21 for final year students looked at how the body is imagined in architecture and examined gendered notions of the body and their impact on the design of private and public buildings and cities. Queer Historian and author Mario de Penha conducted an elective on Queer Spaces in the City in 2023. 3. Workshops and Events On the 4th of September, 2021. Prof .Chandrashekher A.Chakradeo, (B.Sc. B.Ed., M.Sc. M.Ed., Ph.D.) Incharge Principal of Chembur Education Society's Chembur Sarvankash Shikshan Shastra Mahavidyalaya who has been in the field of teaching for 17 years, delivered a lecture on Sexual Harassment at work and the Vishaka Guidelines. 4. Self Evaluation Processes As part of the institutional self evaluation process Academic Unit 5 consisting of members of the faculty has undertaken a study of inclusivity at the institute. As part of this study, the following activities were undertaken. An ongoing audit of gender inclusivity in the academic environment is underway that evaluates the perception of bias due to gender in the teaching environment. This survey was is the form of an anonymous feedback form. A survey on the Gender Wage Gap was conducted to ascertain whether there is equitable participation or representation of women in higher positions. The analysis of the findings is underway. Another study interviewed male and female alumni, especially scholarship students with respect to their experience of the institute environment was carried out.

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:

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
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:

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

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:

The Institute fosters a high-value learning experience in a supportive, inclusive, and inspiring milieu. The KRVIA has institutionalized various programs over the years that are supportive in nature. These programs help facilitate overall academic development and create an environment conducive to student capacity building, resulting in an encouraging, inspiring, and educative establishment. This commitment is reflected in our admissions, teaching methods, processes, and the environment created in the classrooms.

The KRVIA welcomes students from all strata of society and nurtures a relationship of inspirational camaraderie with the faculty, deans, and director. This encourages inclusion and fosters a sense of belonging among them. This diverse student body contributes to a rich tapestry of experiences and perspectives within the campus. KRVIA encourages interaction and collaboration among students from different backgrounds, promoting mutual respect and understanding.Students are given the freedom to choose the language for communication and are encouraged to express themselves in the mode that is most comfortable for them.

At the KRVIA, we emphasize multidisciplinary engagements through a variety of initiatives at the Institute. These initiatives include Annual Workshops, the Kamla Raheja Memorial Lecture Series, Exhibitions, etc., as well as the weekly 'Encounter' Series. The founder Director's initiative in the form of guest lectures, called Encounters, invites professionals from architecture and various other fields and genres to present their work. This aims to encourage students to see design and architecture through a multidisciplinary lens and broaden their cultural understanding of the world around them. Such events create opportunities for dialogue, cross-cultural exchange, and appreciation of diverse cultures.

The elective courses conducted invite professionals from various disciplines to recognize diverse perspectives and experiences, helping students find their place in the community. The professional practice and theory courses are designed to address the idea of ethics and a code of conduct. They emphasize the importance of being responsible towards the profession, fellow professionals, and society at large.

The KRVIA MOOC courses are multilingual as well as multi-disciplinary, opening up a gamut of discourses to the students.

The students engage with many professional firms through the Practice course and the Bridge Studio, to understand the ideological positions taken up in the contemporary world. They are introduced to the idea of identifying their own positions and being sensitive towards the environment. By promoting awareness and understanding of these fundamental principles, KRVIA aims to develop responsible and socially conscious individuals who contribute positively to society.The various courses support students in their academic journey and instil a sense of responsibility towards the profession, guiding them on their onward journey after graduation.

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:

The KRVIA prioritizes the provision of quality education and the empowerment of its students through a combination of theoretical knowledge and responsible practice. In order to facilitate this approach, the institute has carefully designed experiential learning spaces that are equipped with workshop facilities, GIS (Geographic Information System), and environmental labs. These learning spaces are integrated into the curriculum across the five years of the BArch program and two years of the MArch program.

The labs and workshops are equipped with advanced instruments and software that enable students to assess and evaluate various techniques and systems associated with the built environment. Through hands-on exercises and practical applications, students are able to integrate their learnings and derive outcomes that contribute to their overall understanding and skill development.

To ensure efficient academic management, the institute has streamlined and adopted an ERP (Enterprise Resource Planning) system. This system facilitates various aspects of academic work, including attendance tracking, evaluation processes, and the attainment of Course Outcomes and Program Outcomes (COPOs). Previously, a hybrid system was in place, but the institute is currently in the process of fully mainstreaming the ERP software for all academic work and data collation. This transition will enable faculty members and administrative staff to work more efficiently, assess data effectively, and meticulously track the performances of each student.

By utilizing these experiential learning spaces and implementing an efficient ERP system, KRVIA aims to enhance the learning experience for xstudents, promote outcome-based learning, and ensure effective academic management throughout the institute.

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

7.3 Institutional Distinctiveness

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

Response:

KRVIA, by virtue of its location within the city of Mumbai, has had a legacy of assembling together leading contemporary scholars and practitioners from diverse disciplines. These serve to empower the next generations of architects, urban designers, and urban conservationists to critically engage with the present and to direct the future of the built environment. Our long-term vision is to direct the various post-graduate and doctorate programs towards research areas that are Asia-specific and move towards a place where KRVIA becomes an important learning centre in Southeast Asia. Architecture must strive towards social good. This foundational thought has allowed KRVIA to challenge the premises of architectural responsibilities on various fronts and has allowed it to shape architectural education at the KRVIA. This entails the ability to think critically about architecture and society, the architectural object and spatial production . It also implies the shaping of skills and tools for the ethical and inclusive production of knowledge.

Within such a framework, KRVIA has continuously excelled in critically examining "what is an architectural practice or the role of architecture in the society". The formulation of our pedagogy and course work constantly endeavours to challenge and imagine the models of architectural practice that are responsive to societal needs and are environmentally sensitive.

The institute constantly builds research agendas, studio briefs, partnerships, collaborative works, and exchange programs with various universities across the globe. Through our research endeavours, the KRVIA Research and Development Cell has managed to build relations with government & semi-governmental agencies, Urban Local Bodies & NGO's. It also has, most importantly initiated various knowledge partnerships & exchange programs with ten top universities across the globe.All these programmes serve as a crucial platform to keep the architectural curriculum in a dynamic state and relevant to time.

Hinging on the question "what is an architectural practice or the role of architecture in the society," KRVIA has consistently and persistently endured in this enquiry across three decades and we believe that KRVIA has performed very well in this endeavour. It is through this medium that KRVIA has become a leading institution in building and disseminating the knowledge of Indian Architecture and Urbanism. To remain relevant as a centre for the production of knowledge, we emphasise the building of architectural knowledge as an intercultural experience that challenges existing architectural operatives. This is also in keeping with our mission that architecture has the capacity to change the nature of the existing discourse and of shaping and influencing the practice of the built environment. The institute has short-term and long-term perspective plans, that operationalise its mission and vision. Changing times and new learning methods have challenged the existing methods of teaching and learning. Methods and modes within education are changing dramatically, with the rise of e-learning. These changes that have come about now

are here to stay and we must see it as an opportunity to build various possible ways to disseminate our knowledge through a range of alternative modes. The short-term goals are to develop social connectedness through e-learning and by expanding the digital footprint of the institute within the city and amongst the influential sphere of policymakers. The formulation of Massive Open Online Courses (MOOC) and Centre for Resilience Learning (Corel) are important initiatives that mobilize knowledge that is easily accessible and relevant to issues of our contemporary built environment.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The institute has always collaborated with national institutions such as CSMVS (Chhatrapati Shivaji Maharaj Vastu Sangrahalaya), NIUA(National Institute of Urban Affairs), INTACH (Indian National Trust for Art and Cultural Heritage), and international bodies ICOMOS (International Council on Monuments and Sites), HKICON (Hong Kong Institute of Architectural Conservationists), EU (European Union), UNESCO (United Nations Educational, Scientific and Cultural Organization) of workshops. The study trips are conducted annually for every batch wherein we engage with other academic institutions such as SPA, MIT, SMMC etc. to help us define the areas and issues that need to be researched. The exchange programs is an engagement wherein we have workshops exchanges, Semester Exchanges, Joint Studio or Joint Research exchanges. We have partnered with the following academic institutions.

1.ENSAS Strasbourg School of Architecture, France

2.Tunghai University, Taiwan TU Delft, Netherlands

3. University of Twente, Netherlands

4. Escola Da Cidade, Brazil

5. University of Florida, USA

6. University of Applied Sciences, Darmstadt, Germany

7. Danube University Krems, Austria.

8. University of British Columbia, Vancouver, Canada

9. Aalto Residency Program, Finland

10. Platform for Asian Architecture and Urbanism (PAAU), along with various partners De Montfort University

Concluding Remarks :

The KRVIA continues to strive to raise the bar in several areas of pedagogy and research of architecture and urbanism. Architecture and Urbanism is continuously evolving and KRVIA's engagement with the Mumbai University board of Studies facilitated the transformation of the syllabus from a prescriptive to an interpretive document wherein institutions affiliated to the University have the liberty to adapt the syllabus based on their individual mission statement thus creating a relevant learning curve for the learner. The design studio projects

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set in various contexts of the state and the country produce new knowledge to give a broader understanding of the policies and its effects on architecture and urbanism. The faculty and student engagement through research with government institutions bridge the gap between academia and practice and help strengthen the work produced through the Research and Innovation cell. All these initiatives make KRVIA the forerunner for international projects and grants. The work undertaken on contemporary issues through these projects catalyses the formulation of new courses and professional development programs that are brought into academia thus closing the loop and bridging the gap between academia and practice. The graduates of the institute are mature enough to charter their own professional path and quickly establish themselves as academics or practitioners not only within the country but also in international institutions.