



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ABIT PILOO MODY COLLEGE OF ARCHITECTURE

**PLOT NO. 11/1/A, SECTOR 1, CDA, MARKATNAGAR, CUTTACK - 753104
753014**

<https://www.pmca.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Institution:

The Piloo Mody College of Architecture (PMCA), Cuttack is a leading school of Architecture in Odisha, and has been on the forefront of Architecture education in Eastern India since its establishment in 1993. The College is named after the late parliamentarian Ar. Piloo Mody, who was instrumental in the enactment of The Architects' Act of 1972.

PMCA is approved by the Council of Architecture (COA), New Delhi and is an 'affiliated institution' to the Biju Pattnaik University of Technology (BPUT), Rourkela. The college offers a Five-year (5) Bachelor of Architecture (B. Arch) program, as well as a Three-year (3) Executive Master's program in Habitat Design.

PMCA is committed to provide outcome based and industry focussed education and takes steps to enhance continuous quality to realise its vision and mission.

The institution is a part of the Ajay Binay Institute of Technology (ABIT) Group of Institutions - managed by the ABIT Trust. ABIT, a charitable Trust, has been set up with zeal, devotion and dedication to produce Architects, Engineers, Technologists, Managers and Technicians in various disciplines keeping in mind the present industrial scenario of the state of Orissa. It was instituted in the year 1985 in memory of Shri Ajay Bhuyan and Shri Binay Mishra, Ex-Presidents of the Orissa Small Scale Industries Association to promote professional education in the state. It was subsequently registered under the Registration of Societies Act 1860 bearing No. 19009/47 of 1987-88 and PMCA was established under its umbrella. It has successfully implemented an innovative system based on quality management.

Location:

It is located in a serene environment on the banks of the River Kathajodi which is in the heart of the silver city of Cuttack – the erstwhile capital of the state of Odisha. The College is seven kilometers (7 km) away from the Cuttack Railway Station (CTC), five kilometers (5 kms) away from the new bus station and thirty-two kilometers (32 km) from the Biju Pattnaik International Airport (BBI), Bhubaneswar. It is very easily accessible from the National Highway (NH 16) which passes through Cuttack, just six kilometers (6 kms) away.

Vision

- To emerge as a prominent centre of learning, research and innovation in the field of Architecture by providing quality education.
- To carve a niche in the field of Architecture, Design and Planning by encompassing progressive technological know-how, being rooted to the cultural ethos and value system and guided by the principles of integrity, creativity and quality.
- To contribute to the nation through excellence in technical/professional education and promote the

youth as nation builders

- To inculcate critical and innovative thinking among faculty and students
- To focus on values of tolerance and compassion among students
- Respecting the dignity of labour and selfless service.

Mission

- To promote new knowledge by training students to develop critical thinking besides all round development of personality in the UG and PG streams
- To provide educational programs that nurture creativity and intellectual spirit and promote student achievement and scholarly inquiry to meet the professional challenges, international educational standards and needs of our diverse community.
- To progress as a collaborative between profession and education and promote capacity building by undertaking advanced programs in emerging areas of architecture and planning.
- To undertake applied research for creating cutting edge knowledge in the areas related to the built environment and develop integrated consultancy and research cell.
- To sensitise students to environmental values throughout the education program and provide resources and knowledge for indigenous and innovative sustainable building principles and practices.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Involved and participatory management
- Competent and experienced faculty members, trained from various national/international institutes of repute who bring together their diverse experience.
- Centrally located wifi enabled campus, with ICTenabled classrooms and studios, supported by well equipped labs and state of the art computer labs and a well stocked library.
- Presence of students from various states and diverse backgrounds. 70 % of students and 80 % of staff members are women
- Ability to offer International teaching standards to students at a very affordable cost
- Strong student- teacher relationship continuing the guru-shishya parampara.

- Offer beyond syllabus teaching for holistic development of students
- Proactive, involved and committed alumni
- Strong linkage with industry and practitioners

Institutional Weakness

- Inadequate research and institutional consultancy opportunities
- Absence of in campus Hostel

Institutional Opportunity

- Introduction of Short Term Certificate Courses in online/offline mode
- Introduction of futuristic programmes in Architecture
- Collaborations with international organisations/institutes
- Attract international students
- Promoting interdisciplinary research

Institutional Challenge

- Getting research grants from funding agencies
- Availability of doctoral candidates in architecture in the country
- To equip the institute towards academic autonomy, as it is part of a university currently
- To have fully residential campus
- To reach 100 % paperless operations

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute offers undergraduate and postgraduate (Executive) program in Architecture under BPUT and is also the Nodal Center of Research(NCR) of the University promoting research in architecture.

The institute carries out its responsibility in terms of curriculum planning, delivery, monitoring and helping the university in assessment and evaluation. Our representatives in the BoS and the Academic Council of the University actively participate and contribute effectively through their suggestions like:

- (1) Active participation of industry experts for promotion of critical thinking, problem solving ability and plurality in thought process,
- (2) Provision of major and minor specialization(already there in the syllabus) which give opportunity for cross-disciplinary interactions as students from a different discipline can take up a course in architecture.
- (3) Focus on interdisciplinary, multi disciplinary and transdisciplinary aspects with a student centric approach to impart a value based curriculum.

The institute prepares its own Academic Calendar (both for undergraduate and postgraduate programs) at the beginning of each academic session adhering to the Academic Calendar of the university. The institute focuses on making students' industry ready through systematic academic planning, implementation and monitoring and also by encouraging students to do Beyond Syllabus courses from institutes of repute. The Institute conducts certain inhouse certificate programs and workshops for upgrading the efficiency of the students in various challenging fields from time to time.

The methodology of teaching in the institute provides a scope for flexibility in delivery. Academic feedback is regularly collected from students as well as teachers relating to the courses and its effectiveness for betterment of the Course Attainment levels. Feedback from professionals is also collected for refinement of academics from time to time.

The B.Arch and M.Arch syllabi are clearly defined and also relevant to local, regional, national and global needs as mandated by the COA with an objective to imbibe consciousness about sustainable and inclusionary development practices in the profession of architecture.

Teaching-learning and Evaluation

An interactive and application oriented method of teaching learning combined with extensive use of technology is adopted in the institute to make lectures fruitful, inspiring and productive. Our programmes are not only comprehensive but also innovative. Teaching Learning is regularly improved on the basis of students', employers' and industry feedback.

The institute promotes all round personality development of students through holistic education. The teaching process is conditioned to address students of all learning abilities. There is a structured teaching-learning system for helping the students of each category to rise one echelon higher. PMCA conducts a Vertical Studio at the beginning of each academic year to encourage collaborative learning. Peer interactions are strengthened through informal periodic meets on the Super Saturdays(Abhiprava- AcademicForums), 'house-based' design competitions and different hands-on workshops.

The Teaching Learning process within the institute is thus transformed from classroom based system to a lively

interactive process. During the recent pandemic, our teaching was extended beyond the classroom setting and courses were delivered seamlessly online.

PMCA follows a pedagogy which encourages the faculty to plan, implement, monitor, evaluate (through internal & external evaluation) and finally analyze (result and feedback) and map the Course Attainment Outcome. The quality of pedagogy followed in the Institute is reflected in the performance of the students in the University exams and various international and national level competitions. Attainment of Learning Outcomes and Course Outcome is evaluated by the Institution on a regular basis to refine the teaching pedagogy. Industry and professional experts guide our students ably alongwith the experienced academics of the Institute. Technology based teaching-learning is encouraged and referred through the online resources like NPTEL, ACEDGE, YouTube Videos, IIHS and other MOOCS.

Architecture as a stream of education requires the development of original thinking and individual thoughts on design elements as opposed to a pre-decided processes and memory based approach. In consideration to such factors, importance is given to workshops and assignment based approaches in curriculum design.

Research, Innovations and Extension

Research is given impetus with the recognition of PMCA as a Nodal Centre for Research in 2019 by BPUT for Ph.D scholars from all over the state to carry out their research activity.

PMCA has a research policy to guide it's research activity. The Research Cell under the IQAC meets regularly to advise and meet the requirements of research for both faculty members and students and make suitable suggestions.

The college usually allocates a portion of the total institutional budget for Research and Development related activities. Many of the faculty members regularly publish articles in renowned peer reviewed non-paid Scopus journals. The institute has also signed MoUs with organisations like SEEDS, N.Delhi and SPARC, Bhubaneswar for research collaboration and extension activities.

The institute also encourages students to participate in national level competitions such as Transparency, INSDAG, Toycathon, Solar Decathlon every year as well as various international competitions organised by WAC and ARCASIA which meet the prime objective of the research and innovation ecosystem. PMCA is also recognised as the first ever Student Chapter of CII-IGBC in the state. PMCA also actively encourages faculty members to participate in research-based seminars and workshops.

The college periodically hosts and conducts training and capacity building workshops, seminars/webinars and round tables in collaboration with other research organisations, university, state government and other partners from which the faculty and students benefit immensely.

Every year the students go for study tours and field studies, as per curricular requirements, to sites that are selected based upon non-documented settlements. This helps the Research Cell to build up resources on traditional settlements and knowledge systems which are well documented and duly researched further.

The PG students also conducted a survey in Penthakota, Puri as a part of a collaborative Research Project with SEEDS India, N.Delhi earlier this year.

The Research Cell of the college provides information to researchers in respect of various research schemes and fellowships.

Infrastructure and Learning Resources

The provision of infrastructure of the Institution is as per the norms of the Council of Architecture (COA), New Delhi. The institute is located on a sprawling campus having an area of 5 acres.

The number of classrooms and seminar halls with ICT-enabled facilities is as per the COA requirements. The whole campus is Wi-Fi enabled. The Student-Computer ratio is maintained at 100%. We also have an MoU with ABIT for usage of their Advanced Computer Labs by our faculty, research scholars and PG students as and when required.

A designated Examination Section and Evaluation Center as stipulated by BPUT is available in the institute to maintain transparency and discipline in the evaluation of University papers. Faculty from other affiliated institutions report here for BPUT Evaluation work.

The institute has provision of a fully functional IT Enabled Conference Hall, a spacious Exhibition Hall and a Research Cell..

Adequate staff rooms are also provided for Staff and Faculty members. All faculty rooms are also provided with desktops.

The Library is fully functional on all working days between 09:00 AM to 05:00 PM and has a reading area for 100 students. The institute subscribes to the DELNET E-Resource facility. The digital library has 10 computers with 10 Mbps Internet connectivity and power back-up for e-reading and referencing. As is unique to the needs of a college of Architecture, PMCA has a state-of-the-art Plotter and printer room for use of faculty and students

A MI Centre, cafeteria and bank facilities serve the needs of students and faculty alike. The institute actively encourages indoor and outdoor games.

Spacious and clean hostels for boys and girls allow healthy living. Easy access to the campus through college buses is provided.

The campus is well appointed for conducting extra-curricular and co-curricular activities.

The Institute has a Standard Policy for use and maintenance of its infrastructure. Joint sessions of various functionaries chaired by the Principal are convened at the beginning of each semester to plan for requirement and use of facilities.

Student Support and Progression

Our Institute follows a strategic admission and academic planning process with disciplined all-round effort to produce desired results.

Newly admitted students are introduced to the Academic Calendar along with their curricular schedule, library timings, transport facility, anti-ragging policy & anti-ragging undertakings. All aspects of discipline are monitored closely by faculty members starting from the Principal to the Academic Coordinator, Academic Heads & Proctors.

As a part of the curriculum, workshops and interactive sessions are regularly conducted in every semester to orient students to the academic program.

All eligible students, on recommendation from the authorities, receive scholarship and financial assistance from the State & Central Government including different Funding Agencies.

The college focuses on student support services, by way of extra-curricular and co-curricular activities through a myriad of programs and events. Such activities provide a platform for skill enhancement and development of students' leadership quality, personality, emotional intelligence, lateral thinking and time management:

The institute conducts various Capability Enhancement / Development workshops as well as counselling on academic, career, personal, psycho-social, soft skill development, language lab, etc. Slow learners are also provided with remedial coaching classes for improvement and advanced learners are provided with additional inputs by way of mentoring for more challenging and ambitious design targets. Meritorious students are motivated to pursue higher studies and enhance their research/entrepreneurial outlooks.

The 9th semester students undergo a mandatory professional training under registered architects coordinated by the Institute. The institute's Training and Placement office has a very strong relationship with industry and alumni that help in providing employment / internship to students.

Students are encouraged to participate in national and international competitions like ZONASA, NASA, Transparency by St Gobain, INSDAG, Birla White, IGBC, Archumen by Ethos, etc. The Wall of Fame which houses all awards and trophies won by our students over the years endorses our commitment to excellence.

Various committees like the SC/ST Cell, Women's Cell, Anti Ragging Cell and the Grievance Redressal Cell address issues of the students as well as faculty members

Governance, Leadership and Management

PMCA has a strong leadership for good governance having well-defined organizational hierarchy. This promotes effective performance at all levels.

The college leadership is visionary and participative besides having a democratic approach. The leadership provides a dynamic vision and sets achievable goals for the institute with a focus on providing a cohesive, contextual and nurturing environment for teaching and learning activities. Plans of programmes are result and time oriented keeping the institute's goals in mind.

The Governing Board of the institute takes important policy decisions, in consultation with the Principal. All academic decisions are taken by the Principal after due deliberations and discussions with the Academic Heads and Academic Coordinators of both UG and PG. There is excellent coordination between Management, Principal and faculty members for persistent enhancement in academic quality and is monitored through the Academic Monitoring Committee/IQAC at the institutional level.

The Program Educational Objectives are clearly spelt out at the beginning of each academic session. These are reviewed through monthly meetings (during individual semesters) with the Academic Coordinators and Academic Head.

All planning is done on a bi- annual basis and is reviewed every quarter.

The institute regularly monitors Faculty progression through hand holding and mentoring by senior professors. FDP's are also regularly conducted to build the capacity of teachers. Teachers are also QIP sponsored to various institutes of repute to build professional competence. Knowledge sharing sessions are also conducted by in-house faculty to remain updated about current trends and advances in Architecture. The Institution also facilitates sustained efforts for career advancement, leadership & skill development for faculty members through motivation to pursue higher studies, encouraging provisions like travel grant, on duty leave, study/academic leave as well as other Career Advancement Schemes. The institute has a well defined Service Rule and employee welfare scheme for staff to provide necessary guidance and support.

The work culture in the institute is efficient, participatory and adaptable by all.

Institutional Values and Best Practices

PMCA lays great emphasis on academic ethics and strives to develop professional values and excellence. The vision of the institute is to mould socially conscientious and empowered individuals who can face global challenges. The focus is therefore, in the pursuit of knowledge and capability enhancement. Development of human values is also equally stressed during training of the student.

The Institute adopts environment friendly practices and takes necessary steps for creating awareness among students. Initiative is taken by the faculty, staff and the students, through various projects like Best out of Waste, where they create installation art and various landscaping elements out of waste. Solid waste is also segregated at source and necessary provisions for the same are made in the cafeterias and other areas. Mail facility, recycling of waste paper and cardboards are other steps followed towards environmental education.

The institute has been actively undertaking plantation drives in and around the campus since its inception. The college infrastructure has been designed in a manner to ensure optimal use of energy.

PMCA lays great emphasis in maintaining its reputation as a ragging free campus and the administration has a zero-tolerance SOP in place to implement this objective.

Different committees like Grievance Redressal Cell, Anti- Ragging committee, Women's Cell and SC/ST Cell have been constituted with this aim.

An annual Joy of Giving Week is organised by Madad (a students' social initiative), in which clothes and books are collected and distributed to the marginal sections of the society. Blood Donation camps and Cleanliness Drives are periodically organised in the campus in collaboration with NGO'S and voluntary organisations as a part of social outreach endeavours.

Women empowerment and safety is accorded the highest priority. The Institute celebrates relevant Global/International Observance Days instituted by the United Nations and its agencies, such as Women's Day, World Heritage Day, International Day of Yoga, World Environment Day etc.

The work-life-spiritual balance of both faculty and students is aided by conducting Spiritual Awareness and Universal Human Values Programs at regular intervals.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ABIT PILOO MODY COLLEGE OF ARCHITECTURE
Address	Plot No. 11/1/A, Sector 1, CDA, Markatnagar, Cuttack - 753104
City	Cuttack
State	Orissa
Pin	753014
Website	https://www.pmca.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dharitri Das	0671-2369933	7735201616	0671-2362012	info@pmca.ac.in
IQAC / CIQA coordinator	Maitreyee Mishra	0671-2363014	7852933988	0671-2312664	maitreyee.mishra@abit.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	09-12-1993

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Orissa	Biju Patnaik University of Technology	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	20-08-2021	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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	Plot No. 11/1/A, Sector 1, CDA, Markatnagar, Cuttack - 753104	Urban	5	12040

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BArch, Architecture	60	Higher Secondary	English	120	112
PG	MArch, Architecture	36	B Arch	English	20	9
Doctoral (Ph.D)	PhD or DPhil, Architecture	12	M Arch or Equivalent	English	8	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				14				37			
Recruited	1	6	0	7	7	7	0	14	15	22	0	37
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				14				37			
Recruited	1	6	0	7	7	7	0	14	15	22	0	37
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	12	7	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	12	7	0	19
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	3	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	5	0	6	4	0	15	22	0	53

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

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	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	19	2	0	21

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	33	25	0	0	58
	Female	30	24	0	0	54
	Others	0	0	0	0	0
PG	Male	3	2	0	0	5
	Female	2	1	1	0	4
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	2	0	0	0	2
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	6	1	3	2
	Female	6	2	2	2
	Others	0	0	0	0
ST	Male	0	2	0	1
	Female	1	1	0	1
	Others	0	0	0	0
OBC	Male	7	7	3	4
	Female	8	5	8	3
	Others	0	0	0	0
General	Male	34	21	31	35
	Female	50	42	48	52
	Others	0	0	0	0
Others	Male	0	1	2	0
	Female	0	0	3	0
	Others	0	0	0	0
Total		112	82	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Stresses on holistic education across different subjects like design, construction, history, behavioural science, and others to prepare students for setting up a successful practice in a multidisciplinary world in order to equip them by unity and integrity of all knowledge • Engages in wiping out hard separations between subjects by planning for horizontal and vertical linkages between subjects and field practices integration between curricular and extra-curricular activities, between vocational and academic assignments to eliminate fragmented learning. • Working on formulating a curriculum supporting a creative combination of subjects, flexible options, and multiple entry-exit</p>
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	options to foster intellectual skills and creativity
2. Academic bank of credits (ABC):	<ul style="list-style-type: none"> • Has sincere intention to adopt the Academic Bank of Credits system and at present is awaiting university notification for the same. It already has infrastructural readiness for implementing the same.
3. Skill development:	<ul style="list-style-type: none"> • Follows multiple modes of teaching-learning(both offline and online) to deliver essential skills to students which include design development, making technical drawings, site supervision, construction management, and many others • Inculcates creativity and critical thinking among students and teachers alike in lesson planning, assignments, and assessments to encourage logical decision-making and innovation • Promotes wide scale use of technology in teaching-learning for making delivery of lessons and assessment transparent, creating records, subject hand-outs, removing language barriers, increasing content access for students, and educational planning and management to familiarize both students and faculty with the use of technology which is the future. • Encourages students and faculty to participate in group activities like design competition, group projects, site survey, etc. aimed at endowing them with life skills such as communication, cooperation, teamwork, and resilience which also complements interdisciplinary learning and soft skill development
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<ul style="list-style-type: none"> • Actively promotes rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions by celebrating all days of national importance with appropriate protocols • Promotes respect for the local context and indigenous culture through, pedagogy, and policy, by providing opportunities to students and faculty to engage in assignment and research rooted in local needs and aspirations. • Engages in such modes of teaching-learning which endows students with ethics, human & constitutional values along with professional skills like empathy, respect for others, cleanliness, courtesy, democratic spirit, the spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice and make them good citizens of the society
5. Focus on Outcome based education (OBE):	<ul style="list-style-type: none"> • Engages in framing policies and actions within and outside classrooms which recognize, identify and

	<p>foster the unique capabilities of each student • Provides flexible teaching learning schedules, contents, and tools of lesson delivery, so that the different learning needs of learners are addressed and their talents and interests are recognized • Conducts regular programs and engagement initiatives to raise awareness among teachers as well as parents to support students' holistic development in both academic and non-academic spheres • Emphasizes conceptual understanding rather than rote learning and learning-for-exams.; • Promotes lesson delivery in multiple languages for more effective learning • Follows regular formative assessment for learning through periodic assignments, quizzes after each lesson, group discussions for assessment for more involved learning and students' participation. • Strives for gender equity and inclusion of all through various actions and policies for equitable learning outcomes • Employs considerable resources and mindfully promotes equitable and just recruitment policy, continuous professional development, positive working environments, and service conditions for faculties as teachers and faculty are the heart of the learning process – • Operates through a transparent and resource-efficient framework and ensures integrity and effectiveness of the entire teaching-learning system through audit and public disclosure • Encourages a culture of innovation and out-of-the-box ideas through autonomy, good governance, and empowerment in the form of innovative lesson plans, assignment framing, research works, etc. • Actively promotes research through mentorship, incentives, highly supportive infrastructure, and management encouragement • Successfully adopts and implements processes to collect students and faculty feedback on various aspects of teaching-learning and outcome review and regular assessment by educational experts. • Undertakes various projects for community benefits, invests in the public education system through different programs which encourages community participation, and addresses their aspirations</p>
6. Distance education/online education:	<p>• Provides extensive digital infrastructures like computers with advanced software, high band-width wi-fi, digital library, etc. to enable distance learning which was instrumental in maintaining and improving teaching-learning outcomes since the</p>

onset of the corona pandemic • Plans to offer distance learning and online courses in various platforms like SWAYAM, NPTEL and AICTE Training And Learning (ATAL) Academy subject to University approval

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Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
89	89	89	89	89
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
554	563	576	633	643
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
81	81	68	65	126

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
128	129	118	159	108
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
53	59	65	64	80
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
53	59	65	72	80
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 19

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	264.49	284.72	236.40	241.96

4.3

Number of Computers

Response: 80

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institute has a well planned curriculum planning and delivery system for effectiveness of the courses offered to students.

Curriculum planning and delivery is important for any institute to ensure that the students understand the learning goals of the courses for overall development of themselves to meet the challenges of life in the days to come. To achieve the same, Course Objectives and its Learning Outcomes are emphasized upon and a well planned delivery system is in place. Both UG and PG programmes are comprehensive, innovative and creative.

The institute is affiliated to Biju Pattnaik University of Technology, Rourkela and follows the syllabus as approved by the BOS of the university. The institute prepares its own Academic Calendar at the beginning of each academic session adhering to the Academic Calendar of the university. Faculty Members are assigned the subjects to be taken for the academic session and are asked to prepare the Lesson plans as per the prescribed syllabus adhering to the objective of the course. Rigorous discussion on course work, teaching methods, practical adaptability of the subject, horizontal linkage with other subjects along with guidelines for assignments to be given and its learning outcomes are finalized before the commencement of each academic session. Lectures by guest faculty both from the field and academics for enrichment of the subjects are decided before the commencement of the class.

It is also providing suggestions to the university in curriculum planning and development through its BoS highlighting initiative, creativity, innovation and excellence to promote quality.

Every academic session starts with an Orientation for each batch. In the Orientation, Principal, Academic Head and Academic Coordinators of respective batches address the students and make them aware about the importance of each subject to be taught, programs to be followed and their duty and responsibility in each case.

PMCA believes in fostering critical thinking amongst the students and in this effort the institute plans and strategises the Academic session comprehensively. Subjects are interlinked horizontally (with various subjects in the corresponding session) and vertically (with various subjects in the earlier and future sessions) seamlessly to facilitate a more comprehensive teaching-learning experience.

The entire curriculum delivery and implementation is monitored from time to time as per a planned schedule. Students are assessed through different forms of assessment strictly as per the prepared Academic Calendar. Different forms of assessment such as quizzes, individual presentations, end module examinations, assignments, internal tests and end semester examinations are conducted and students' performance are mapped.

The Institute educates the students about the latest developments and innovations in the field and makes them sensitive to heritage, culture and tradition, which are essential to the knowledge required in their career.

Suggestions for curriculum review and revision of syllabus, introduction of new courses, etc are done after considering feedback from subject faculty members, students and employers. These are sent to the University through the BOS of the university, thus helping the university in amending the syllabus for betterment.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

PMCA has a rigorously structured CIE in place to monitor and analyse the students' academic progress. The institute prepares its own Academic Calendar adhering to the University Academic Calendar that help the Academic Monitoring Committee guide and assess course delivery and student performance. This offers a timeline for conduct of all internal exams, University Exams and the like.

50 marks are allotted for continuous internal evaluation of theory subjects and 60 marks for sessional progression. These marks are distributed over various Internal Tests, Quizzes and Assignments by proportionate weightage. The evaluation pattern is in accordance with POs, PSOs and COs as per the prescribed format. The POs, stated as broad statements incorporate multiple areas of core & inter-disciplinary knowledge & skills to be gained, and values & attitudes to be developed, over the duration of the programme through engagement in a wide range of courses and learning experiences. The PSO statements focus on the specific knowledge of the B. Arch/M. Arch programme to develop critical thinking capability and out-of-the box thinking among students for innovative solutions that have practical applications. The COs state the intended knowledge and/or skill to be gained by a learner and may be reliably demonstrated at the end of a particular stage of the course. Students have to also take an end semester University exam of 100 marks. Design and other Sessionals are continually assessed in every studio class. Sessionals carry 100 marks that are distributed judiciously over intermittent internal submissions and final juries alongwith progressive marks (60) in each subject. The student's work is regularly assessed in the Design Studios and also at Final year thesis level through regular panel juries that are conducted at various stages of their dissertation. These checks and balances keep the students on their toes and prevent laxity in the overall teaching-learning process.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 2

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 12**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	12

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response: 0****1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

Integration of cross-cutting issues in the curriculum are pertinent in today's context as these imbibe a sense of responsibility, values and help in overall development of the personality of the student. Certain

issues related to environment and sustainability, professional practice and communication development are part of the course curriculum. The institute periodically arranges lectures and awareness sessions on other cross-cutting issues like Human Rights, Women and Climate Change, Gender Equity, Mental Health and Well-being and various other topics for enriching the students to understand issues in a larger perspective.

Gender Sensitization

Subjects like Introduction to Urban Planning and Design encourages participatory planning and equitable stakeholding which is crucial. Final Year students are encouraged to undertake their dissertation on a number of interesting and relevant thesis topics that address sensitive issues such as Universal Design, Inclusive Architecture and other socially relevant concerns.

Awareness programs and lectures are organised on various socially relevant issues such as women's health, safety and self-defense, traffic awareness, cyber security etc, on various occasions.

Environment and Sustainability

Subjects such as Environmental Studies, Climatology and Green Architecture keep students' abreast with the latest trends in sustainability. Lessons in Vernacular Architecture help students reach towards the National Sustainability Goals.

The institute regularly conducts sensitization workshops on environmental sustainability, disaster preparedness and climate resilience to give students the necessary exposure. Issues related to climate change, disaster and sustainability are discussed and addressed in such workshops. Hands-on-learning is imparted at the college construction yard that helps students to get a first hand feel of materials on construction sites. Almost every year, a group of about 40 students visit the Auroville Earth Institute, Auroville, the L&T Training Centre at Gopalpur, Cuttack as well as Laurie Baker Centre in Trivandrum on field trips. Such trips are organised to familiarise students with sustainable construction practices and cost effective architecture.

Human Values, Personality Development

Subjects such as Communicative English and Design Communication develop the Communication Skills of the future architects and prepare them for client handling in the future. Contemporary Architecture helps the students develop a global approach towards architecture and be more sensitive towards other cultures and design needs. Behavioural Architecture sensitises the students about the end users' behavioural needs and requirements.

Professional Ethics

Lectures are arranged to familiarise students with professional ethics and values in order to contribute positively towards the development of the profession. Value education and professional ethics are inculcated into the minds of students in a variety of ways- through Mock sessions, team work, compulsory office training, site exposure, etc. Subjects such as Computer Applications in Architecture expose the students to the latest softwares/ technologies in the field and prepare them for the industry. Research oriented subjects allow the students to have a more structured and disciplined approach towards design thinking. Various other practice specific subjects like Estimation, Specification, Structures, HVAC and Electrical Systems as well as the internship program expose students to the demands of the construction

industry.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 18.43

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	17	17	16

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 79.6

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

Response: 441

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 78.44

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
121	93	116	103	125

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
140	140	120	120	220

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 52.78

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
48	42	36	36	56

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The diversity of the students' in terms of their background and learning levels is addressed by the Institute by organizing an Induction program at first year level and throughout the course of the 5 years of study. The Induction programme is a week-long bridge course, where in aptitude of the students are judged from various hands-on creative activities, besides acknowledging their cognitive, affective and psychomotor skills. During and at the end of every semester, the performance and results of students are analysed and pass percentages in various subjects are computed. Remedial classes are then organized for students failing in certain subjects to help them clear the subject.

There is a structured teaching-learning system for helping the students of each category to rise one echelon higher. Intellectual development of different categories of students is brought about through structured programs.

Special care for the late bloomers/slow learners is provided through:

- Remedial lectures;
- Tutorial classes for discussion of question banks and extra practice assignments;
- Intimation to parents regarding progress as well as help from classmates and senior students is arranged regularly;
- Counselling to join skill based courses like -communication, software, providing lectures uploaded on web and additional reading materials are also given to them;
- Specific planning is provided for certain weak students to help them clear their academic backlogs.

Advanced learners are encouraged to participate in various national and international events and forums under the guidance of experienced faculty members interact with advance learners and help them for higher studies and in placements. Motivational, interaction with experts and technical lectures are organized to guide them in their projects, competitions and presentations. They are encouraged to guide their classmates and act as catalyst for them to perform better.

Proctors provides continuous guidance and support to slow learners as well as the advanced learners to better their performances always.

PMCA truly boasts of a cosmopolitan flavour with students drawn from all over the country. The socio-economic background of students is also generally kept in mind while planning academic and co-curricular activities and they are motivated to participate in all activities to promote their social skills.

File Description	Document
Upload any additional information	View Document

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

Response: 10.45

File Description	Document
Any additional information	View Document

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

Response:

PMCA follows a pedagogy which encourages the faculty to plan, implement, monitor, evaluate (through internal & external evaluation) and finally analyze (result and feedback) and map the Programme Outcome.

A student-centric approach for enhancing the learning experience through experiential learning, participative learning and problem solving methodologies is generally adopted. Regular site visits are also conducted to understand the techniques of construction, material usage and for understanding of history and context as a part of experiential learning. Hands-on exercises are carried out in the class (model making) as well as in the Construction Yard as a part of participative learning. Exploratory methods of Observation and Case study are used for understanding of Architectural Design and Building Services.

Seminar and group discussions projects, dissertations, fieldwork, case studies, presentations, term papers, self-study programmes, teamwork-video-working cum discussions etc. are adopted by faculty members as a part of learner centric methods. Hybrid method of teaching has been the practice since the pandemic in 2020.

Students are usually encouraged to register for online courses/webinars to stay updated on recent advances in materials as well as futuristic design trends with collaborations with ACEDGE and IIHS.

Our focus is always on simulation of real life situations in the studios for which real sites and live projects are generally selected. Students also get to interact with actual users/owners/designers of buildings and spaces during the case study process which gives them a firsthand user's perception of built projects.

Creative thinking and out-of-the box solutions to practical problems are always encouraged in the Design studios.

In the initial years, students are encouraged to give expression to their creative ideas in an unrestrained manner to explore their full potential. The final two years of coursework, however, exposes them to the realities of practice in the current scenario. This helps to bring about a well-rounded development of their personalities as a responsible professional.

The teaching-learning system in the institute aims at providing:

- Exposure to students through industry-institute collaborations, study tours, case studies and site visits;
- Stimulating teamwork, problem solving through critical thinking - in Vertical Studios;

- Encouraging participation in competitions and joint studios with other colleges ;
- Honing interest of the meritorious students towards research and higher studies;
- Enhancing the overall quality of education and skills through partnerships in live projects of government, Solar Decathlon, etc

Students' professional and entrepreneurship capabilities are also honed through:

- Hands-on –learning – at the construction yard, Auroville Earth Institute, Laurie Baker Centre and L&T Training Centre;
- Team strategies while organizing of events;
- Peer Aided interactions through in-house Student Meets - Super Saturdays and Academic Forums;
- Mentoring by the proctors and Academic Coordinators.

Our studios and labs are well equipped in terms of necessary infrastructure to enhance the teaching-learning experience.

In the recent pandemic-stricken year, PMCA seamlessly adapted to online teaching-learning through the use of Google Classroom. Online resources like NPTEL, ACEDGE, YouTube Videos, IIHS and other MOOCS were resorted to for reference in teaching. A/V presentations, found increased use among teachers.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

To make the teaching-learning process more effective, the pedagogy has been modified to include/combine ICT technologies with traditional methods for an inclusive learning. The teachers make use of various ICT tools, available in the Institute, for effective delivery of course. The facilities provided include:

- 1.7 Lecture rooms & 5 Studios with LCD projectors;
- 2.1 Multipurpose Hall with 1 smart board, LCD projector & PA system;
3. Desktop systems – 40 numbers in the UG/PG Computer lab and in the Faculty rooms; Also a 30 system computer lab (CSE Dept., ABIT) and a 2 system Advanced Lab (Civil Dept., ABIT) are used on shared basis;
- 4.2 stand-by laptop systems;
5. Printers – are present in the administrative office, examination & submission room and faculty rooms;
- 6.1 Reprography room with large format plotter, scanner & photocopier machine, computer & printer;
7. Up-to-date licensed software such as AutoCAD, 3D Studio Max, Revit, etc. are taught as well as used for instruction;
8. During the Covid 19 pandemic, online classes were conducted through Google Classroom platform.

You-tube links, NPTEL video-lecture links were shared with students for further reading and Google Jam-board was used for subjects which require sketching and problem solving for explanation. College notices were generally shared via official WhatsApp Groups.

9. MOOC platforms such as: NPTEL, SWAYAM, Coursera, Udemy, etc. are frequently used by teachers.
10. Digital library with 10 dedicated desktops and internet connectivity to access resources such as DELNET, NPTEL, NDLI, etc.;
11. Internet connectivity is through 10 Mbps leased line and 750 Mbps Wifi broadband.

Uses of ICT in teaching-learning:

1. Classes: Teachers often use PowerPoint presentations for teaching. Also students are encouraged for such soft-media presentations to enhance both presentations and soft skills.
2. Beyond classroom learning: The Multipurpose Hall is equipped with LCD projector and PA system where Guest Lectures, Seminars and workshops are regularly conducted for the students. Also webinars and online workshops were organized for students using ICT tools during the pandemic.
3. Academia-industry connect: Students are encouraged to participate in live consultancy projects of the Institute under mentorship of engaged faculty. Digitization of area-level maps, creation of CAD layouts, etc. are done by students under able guidance. Also, lectures by Industry experts, material companies, etc. are organized both in offline and online mode.
4. Evaluation of learning: End module tests, in both offline and online mode using Google classroom, MCQ quizzes using Google Forms are conducted for assessing the learning levels of the students. Also for sessional subjects online submission was sought for, during the pandemic, evaluated and awarded with marks.
5. Personal counselling: From 2020 onwards, proctors have been regularly organizing online Google Meet sessions with their students for personal counselling.
6. Lecture recording: Few teachers also record and share video lectures for future referencing.

Academic planning and coordination: Academic planning is done through online sessions of the Academic Coordinator and the subject teachers. Also regular feedback from students & subject teachers are taken online using specially designed Google Forms.

File Description	Document
Upload any additional information	View Document

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

Response: 31:1

2.3.3.1 Number of mentors

Response: 18

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 97.78

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 5.93

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	6	2	1

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 7.79**2.4.3.1 Total experience of full-time teachers**

Response: 413

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The college has a structured marking system separate for theory and sessional subjects.

Theory subjects employ a range of assessments which include exit-tickets at end of a lecture; module end tests/assignments; surprise MCQ quizzes, etc. The use of Google Classroom by all the faculty and the students have proved to be a fast, effective and open means of keeping a track record of student's progress in a subject, both by students themselves as well as by the faculty. All the assignments, quizzes, etc. can be marked and a real-time feedback generated instantaneously.

Besides the CIE, two Internal tests with University exam pattern questions are conducted as a part of internal marks evaluation. All scores of internal tests in theory subjects are also shown to the students before they can be uploaded on the University portal. This helps to address queries or discrepancies, if any.

Progressive assessment of work is done in the sessional studios. Regular work progress is observed and monitored in the studios. Schedule of submissions is informed and provided to the students at the beginning of the semester along with the exercise brief. Stage-wise submissions as per the schedule are evaluated and marked with appropriate feed back to the students for improvement. Final internal scores are generated by cumulating each progressive evaluation, assignment marks, time-test marks, group discussion and presentation marks, as well as attendance component, in a spreadsheet. Further upon this the external viva-voce marks are added and displayed to students as final marks, before they can be uploaded on the University portal.

Scope for improvement in the scores is also given to all students wherein students' marks can be upgraded after a repeat attempt.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-

bound and efficient**Response:**

As per the course structure provided in the syllabus of the University, the theory subjects have an internal component of evaluation. However the sessional subjects are fully assessed internally. Internal assessment of theory and sessional subjects vary in frequency and mode.

Theory Subjects:

Theory subjects employ a range of assessments which include module end tests/assignments; surprise MCQ quizzes, etc. Besides the CIE, two Internal tests with University exam pattern questions are conducted as a part of internal marks evaluation.

Evaluation of test answer-scripts or assignment submissions usually takes no more than a week, after which marks and answer-scripts or submissions are shared with the students. The teacher discusses with the students regarding the obtained marks. Confusions in marking, if any, are cleared by the teacher with appropriate examples.

In case of the two Internal tests, if a student fails, chance is provided for marks improvement through re-tests.

Such continuous monitoring of students' learning assures a teacher of students' performance. Students found weak are provided with extra guidance at the end of the semester, prior to the university examinations.

Sessional Subjects:

All the sessional subjects are marked progressively stage-wise and finally at the end an overall assessment of student's work is carried out and an external viva conducted. The internal assessment of sessionals carry a weightage of 60 marks as against 40 marks for external evaluation. Hence internal assessment is done through a planned schedule of submissions and exercise brief which are shared with the students at the beginning of each course. Each of such submissions carry marks, for which the prerogative is timely submission of the deliverables sought. Regular work progress is observed and monitored in the studios. Stage-wise submissions as per the schedule are evaluated and marked with appropriate feed back to the students for improvement. Chances for re-submissions, to increase marks are generally allowed by a teacher.

Final internal scores are generated by cumulating each progressive evaluation, assignment marks, time-test marks, group discussion and presentation marks, in a spreadsheet. If a student is found failing in the sessional internals, he/she is given a chance of improvement, during the 'studio-week' at end of each semester.

2.6 Student Performance and Learning Outcomes**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and**

displayed on website and communicated to teachers and students.

Response:

The B. Arch & M. Arch syllabi published by the University mentions the objectives of the courses. To attain these objectives, Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all academic programmes have been formulated and stated by the Institute.

The POs – 12 for each programme, are aligned to the syllabi objectives and Vision & Mission of the Institute. The POs, stated as broad statements incorporate multiple areas of core & inter-disciplinary knowledge & skills to be gained, and values & attitude to be developed, over the duration of the programme through engagement in wide range of courses and learning experiences. The POs so formulated may be classified according to the following principles:

- Domain knowledge & skill gain
- Professional competency
- Sensitivity to values
- Collegiality

The PSO statements focus on the specific knowledge of the B. Arch/M. Arch programme to develop critical thinking capability and understanding of building systems for innovative solutions that have practical applications. The objective is to imbibe consciousness about sustainable and inclusionary development practices in the profession of architecture.

The COs state the intended knowledge and/or skill to be gained by a learner and may be reliably demonstrated at the end of a particular stage of the course. Hence the COs are designed through curriculum mapping by identifying courses/parts of courses which correlate with each/any particular POs.

The COs were designed as answer to the following criteria questions:

- What – Understanding of the subject
- Why – Need of the subject
- Where – Avenues of practical application
- How – Methods of application

The IQAC organized meetings, joint discussions, brain-storming debates, etc. of various subject streams – design, humanities, technology and practice, for formulation of the POs, PSOs and COs.

The following process was adopted for designing the POs, PSOs and COs for each programme:

- The Principal and the Academic Heads of UG and PG, first discussed with B. Arch Academic Coordinators (for each year) and M. Arch Academic Coordinator for preparation of POs & PSOs, in coherence with graduate attributes and Institute Vision – Mission.
- Views of teachers on the draft POs & PSOs were taken by the Academic Coordinators.
- For COs, the Principal and the Academic Heads assigned subject teachers – with minimum experience of 3-4 years of teaching a particular subject – to formulate COs for the subject in consultation with the Academic Coordinators of each year. The stated learning objectives of subjects in the University syllabi and the above mentioned criteria, formed guidelines for drafting

the COs.

- The draft POs, PSOs and COs were subjected to scrutiny and thereafter finalized by an expert panel of senior teachers, Academic Coordinators, the Academic Heads and the Principal.
- The POs, PSOs and COs were finally approved by the IQAC.

Mechanism of Communication:

The POs, PSOs and COs are nicely stated and prominently displayed for all concerned at the following locations:

- Institute Website
- Notice Boards
- Principal's Room & All faculty rooms
- Classrooms, Studios, Laboratories.
- Google classrooms

At the time of admission, POs are conveyed to the learners. Also, the Principal reiterates Institute Vision & Mission, POs and PSOs during the Induction Program to the new entrants and their parents. Further, every subject teacher discusses the COs with the students in the introductory class.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

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

Response:

The Academic Monitoring Committee frames the guidelines concerning direct & indirect assessment tools to evaluate attainment of POs and COs. Attainment of COs is regularly monitored during the run of course, however assessment is cumulated at the end. Each CO has been assigned attainment levels gradually increasing from 1 to 3, with 1 being the lowest & easiest level and 3 being the highest & most challenging level. PO attainment is achieved through completion of courses and is computed from CO attainment.

For attainment of POs and COs, two broad and accepted methods have been adopted, namely:

- Direct method, &
- Indirect method.

Direct Method:

Direct attainment of COs for theory subjects, is done as guided by the University. Direct attainment of COs for theory subjects = 100 marks of end-semester University exam + 50 marks of internal assessment. Of

this 50 marks of internal assessment, 30% weightage is awarded to the two mandatory internal tests and 20% to other tests (surprise test, module end tests, quizzes, etc.) and assignments.

Sessional subjects may be classified into design-based sessionals, technical-based sessionals skill-development sessionals and research-based sessionals. The design-based sessionals, being core studio subjects demand continual evaluation throughout the semester. Design based sessionals require regular discussions and one-to-one interaction between teachers & students becomes imperative to take design decisions at appropriate time. Therefore the final course outcome depends upon the level of studio interaction, periodic submissions & reviews, and attendance in the studios. Direct attainment of design based courses depend on progressive internal assessment (60%) and final portfolio submission & external viva-voice (40%).

Technical-based sessionals require regular assignment submissions along with site visits for practical knowledge. Together these sheets and site visit reports form the final portfolio. Direct attainment of technical based courses depend on internal assessment (60%) and final portfolio submission & external viva-voce (40%).

Skill-development and research-based sessionals are progressively evaluated on submissions and cumulatively assessed at the end, on basis of final submission (60%) & external viva-voce (40%).

Indirect Method:

Indirect method involves students responding to course end surveys. The feedbacks are quantitatively analysed to get indirect attainment of COs. This consequently helps in assessment of PO attainment, as each CO is mapped with the POs.

PSO attainment:

Indirect attainment of PSOs is obtained by analysing comprehensive exit surveys of students. Also taken into account are responses from alumni, parents & employers.

Total Attainment of POs

Total attainment of POs is given = 80% weightage to Direct method assessment + 20% weightage to Indirect method assessment.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 94.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
114	123	95	150	101

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

2020-21	2019-20	2018-19	2017-18	2016-17
133	124	102	155	105

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.12

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 1.89

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description	Document
Any additional information	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 100

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The institute has a strategic plan for creating a unique research ambience through the Nodal Centre for Research and to upgrade the quality of research on a continual basis by involving Research Scholars

The PG fraternity (M Arch) is also constantly engaged in new domains of research in the design of habitat. The Internal Quality Assurance Cell of the college has taken up numerous initiatives for furthering the cause of academic research, skill development and dissemination of knowledge in key thrust areas. A study of Vernacular practices in self-built housing is currently underway with Center for Science and Environment, New Delhi.

SPARC Pvt. Ltd., with whom we have an MOU, helps us in this process. The Nodal Centre for Research in the college is currently working on several initiatives related to SDG's, Urban Migrants and Informal Sector as well as Green Audit of the campus. The Nodal Centre for Research has submitted a proposal under Research Innovation Grant Application to www.nudge.org on Assessment of Affordable Rental Housing Options for migrant Slum Population in Bhubaneswar. This project is funded by the OMIDYAR Network

In the UG program, the college has undertaken several initiatives for students for knowledge transfer in emerging areas of development as well as for building global competency through workshops and training programmes.

Prof. Andrew Charlesson, an Associate Professor at the School of Architecture, Victoria University of Wellington, had conducted a 7-day workshop at PMCA on Seismic Design and use of RESIST software.

A two-day workshop on “Sustainability Now” was conducted in the college. The sessions, conducted by Mrs Sangita Kapoor, covered various topics like Introduction to Sustainable energy, Green buildings, Energy - efficient Habitats and Life Cycle thinking.

Every new semester begins with a Vertical Studio, conceived to give an opportunity to students from third semester to seventh semester to work together in a vertical mix on a common Design exercise. The studio is a unique peer learning experience for students where they learn from their seniors. Group dynamics and innovation plays a major role in such an exercise.

Every year the students attend study tours as a part of academic endeavour where sites are selected based upon non- documented settlements so that in the process we could build up resources of traditional knowledge systems which will be well documented and duly researched. All these documented settlements are further submitted to the college library for references.

It should also be noted here that PMCA is recognised as the first ever Student Chapter of CII-IGBC in the state.

Undergraduate students are encouraged to work on Innovative Design Ideas as beyond syllabus initiatives by participating in various architectural competitions.

The undergrad students this year were also given a niche subject, Research and Design, which enabled them to pursue research methods for exploring different aspects of the built environment, from architectural elements to spatial environment. Topics like Interpretation, development and functionality of various patterns of spaces and Area Documentation of a Silver Filigree cluster in Cuttack were undertaken.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 2

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.23

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	3	3	4

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.3 Number of books and chapters in edited volumes/books published and papers published in

national/ international conference proceedings per teacher during last five years**Response:** 0.09**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	1	1

File Description	Document
List books and chapters edited volumes/ books published	View Document

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

Most of the studio exercises are based on Live Projects of social and cultural relevance wherein live cases are studied across different areas.

This helps to sensitise students to these issues and enables them to provide for solutions. Child-friendly and aged-friendly design of public spaces in the city was undertaken in 2018 in collaboration with Bhubaneswar Development Authority, Bhubaneswar Municipal Corporation and Bhubaneswar Urban Knowledge Centre to design and execute Lighter-Quicker -Cheaper projects under the Bhubaneswar Project for Public Spaces.

Vulnerability of the environment and its need for protection are stressed on by organising webinars and other awareness drives on the topic.

The college apart from the curricula, takes initiative to address various issues of the society wherein the students and faculty jointly contribute.

Over the past five years, the students have been engaged in various socially relevant activities such as donating clothes / food / books for old age homes and orphanages, conducting Blood Donation Camps in collaboration with Rotary International and Lions Club.

The students and teachers are also instrumental in organizing tree plantation camps every year

An initiative was taken by PMCA to recognise efforts of Primary Schools towards Green measures. Students have been encouraged to participate in community building activities like teaching painting to

slum children.

PMCA financially supports a school managed by Rotary for children of EWS background.

File Description	Document
Upload any additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 16

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	4	3	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 28.66

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
203	60	297	227	55

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 13

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	1	2	1

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 6

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	0	2	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The provision of infrastructure of the Institution – aiding towards teaching-learning process – is in accordance to the latest norms (2020) of the Council of Architecture (COA), New Delhi.

The Institute located in Cuttack city, has a well-developed campus complete with all necessary academic and co-curricular facilities, spread over an area of 5 acres (20230 sqmt). It is abundantly landscaped with large trees, flowering plants, ground covers, creepers and grassy lawns. The buildings have also been designed, in a way to reduce electricity consumption in day-time, with presence of large fenestrations for increased day-lighting and ventilation.

The planning and upgradation of facilities is done meticulously, ensuring efficiency and regular improvisation of teaching-learning process. The facilities available in the Institution are estimated as under:

Facility	Remarks
Studio rooms	<ul style="list-style-type: none"> • 13 UG/PG studios sufficiently equipped with: drafting tables, wall display panels, electric outlet points, fans & tube lights. • 4 studios are also equipped with LCD Projectors
Lecture rooms	<ul style="list-style-type: none"> • 5 Lecture rooms with LCD Projector, writing desks, green-board, electric outlet points, fans & tube lights. • 3 Lecture rooms with writing desks, black-board, electric outlet points, fans & tube lights.
Laboratories & workshops	<ul style="list-style-type: none"> • UG/PG Computer lab with 40 computers and one portable LCD Projector • Computer lab with 30 computers (used by PG students, shared with UG students) • Advanced lab with 2 computers (used by PG students & Faculty) • Smart Technologies Research lab (used by PG students & Faculty) • Climatology lab • Model making lab • Building material lab • Carpentry lab • Survey lab (shared with Civil Dept.) • Illumination lab (shared with Electrical Dept.) • Language lab (used by UG students, shared with Humanities Dept.)
Library	<ul style="list-style-type: none"> • Library contains adequate number of reading desks along with a large hall having: reference books; journals (national & international); magazines; thesis (UG & PG) reports; University question paper & model answers • Also present is an e-library subscribed to DELNET, with 10 computer terminals, books, e-journals, etc. • Resource sharing facility with ABIT Central Library.
Faculty rooms	<ul style="list-style-type: none"> • 11 faculty rooms (7 in Main block + 2 in Annex block 1 + 2 in Annex block 2)

	individual workspace, wall display panels & lockers, with Wi-Fi computer workstation with printer.	
Administrative office	<ul style="list-style-type: none"> • Principal's chamber with computer, scanner & printer facility w • Office with computer, scanner & printer facility along with recd 	
Construction yards	<ul style="list-style-type: none"> • Construction yards for: <ul style="list-style-type: none"> ◦ Foundation ◦ Brickwork ◦ Flooring ◦ Vernacular technology 	
Other facilities	<ul style="list-style-type: none"> • Ar. K. B. Mohapatra Exhibition Hall with LCD projector & PA • Examination & submission room with computers, printers & sta • 2 canteens with open-to-air & indoor sitting facility. • Reprography center with large format plotter, photocopy machi • Outdoor sports area with Basketball court. • E-evaluation center with 12 computers. • NASA room with workstation and lockers. • Girls' common room. • Staff lounge. • 10Mbps leased line & 750Mbps Wi-Fi broadband enabled camp • Bank, Medical Inspection Room • Hostel for boys and girls. • Bus Facility. 	

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The Institution aims at all round development of the students and hence encourages students' participation in academics as well as in extra-curricular & co-curricular activities. The campus is well facilitated for conducting extra-curricular activities such as outdoor sports, indoor games, cultural activities, formal functions, health & hygiene, etc.

Sports Facilities:

To encourage sports among students, the Institute has a Sports club which organizes various events & matches of different sports at various times of the year. The annual sports are held along with the annual function, wherein the students participate with zeal and fervor, representing their own Houses. The institute has adequate facilities for sports activities, enumerated as under:

Facility	Activities

Multipurpose court	• Basketball, Volley-ball, Futsal, Box-Cricket, Badminton, etc.	
Playground	• Kabaddi, Kho-Kho, Cricket, etc.	
Indoor games	• Table-tennis, Chess, Carom, etc.	

Cultural Facilities:

Cultural activities in the life of an architecture student encompass myriad formal, informal, casual and purely cultural events. The Institute, being solely devoted to architectural education, understands this and strives to facilitate organization of all these activities. The various student-run clubs for Art, Music, Dance, Drama, Heritage & Travel, Literary interests and Photography routinely organize such events.

The annual function of the Institute 'EN MASSE', held in the month of December/January in the Institute, witnesses a plethora of formal, informal, casual and cultural events, organized over a period of 4-5 days. A temporary stage set-up complete with light & sound arrangements, is erected in the Playground area for organizing the Final Grand Events.

Facility	Activities	
Ar. K. B. Mohapatra Exhibition Hall	<ul style="list-style-type: none"> • Cultural: Dance; Music; Plays & Drama; etc. • Literary: Quiz, Extempore & Debate; etc. • Art: Photography & Art Exhibition; etc. 	
Central Podium	<ul style="list-style-type: none"> • Cultural: Dance; Music; Street play & Add-mad shows; Fashion wall • Art: Live sketching events; Clay-modeling & Sculpturing; etc. 	
Studios	<ul style="list-style-type: none"> • Formal events: Design competitions; • Informal events: Art competitions; Heritage documentation; Travel b 	
NASA Room	<ul style="list-style-type: none"> • Event planning, organization and control activities of: NASA and Zo Clubs. 	
ABIT Auditorium	<ul style="list-style-type: none"> • Cultural: Plays & Drama; Documentary & Travel Movie screening; e • Literary: Quiz, Extempore & Debate; etc. 	

Our faculty members namely, Ar. Prachi Mahajan, member of professional theatre group; Ar. Anshuman Mishra, eminent Odishi Nrutya Guru; Ar. Diptadeep Das, founder member of popular musical band 'Shuopoka'; constantly mentor the students of Drama, Dance and Music Clubs, respectively.

The Institute is committed to social service and public out-reach & awareness, through student bodies like the Social Service Club (Madad), which is involved in welfare activities like Blood Donation Camps, Clothes Distribution Camps, Swachh Bharat Campaigns, Tree Plantation drives etc.

The Drama club, the Music club and the Dance club, together organize street plays 'Nukkad' on social issues for public awareness, both in-and-off-campus. Our students have volunteered and worked for development of small unused/wasted land pockets in parts of the city for gainful public use. The students of the Art club were also involved in creation of two wall murals: "Technology and Human Interface", in the Administrative Building, BPUT, Rourkela. The literary club also publishes a magazine - Literati, periodically.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**Response:** 52.63**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 10

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**Response:** 5.17**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	11.35	17.98	14.01	22.58

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Year	Name of ILMS Software	Nature of automation	Version	Year
2021-2020	InfoLib Advance with (Web Edition)	Full	2021	20
2019-2020	N. A.	N. A.	N. A.	N.
2018-2019	N. A.	N. A.	N. A.	N.

2017-2018	N. A.	N. A.	N. A.	N.
2016-2017	N. A.	N. A.	N. A.	N.

The Library is the knowledge bank of the Institute and is a repository of the UG and PG thesis works, students' work reports, NASA works, documentation works, study tour reports, etc. besides books and journals on the subjects. The library located in the second floor of the Main Block, covers an area of about 3000sqft and has a reading area for 100-120 students. The library is fully functional on all working days between 09:00AM to 05:00PM. There are three (3) dedicated full-time supporting staffs that help students locate titles, in the library.

Library Collection:

PMCA has a good collection of reference books and bound volumes of journals. The UG and PG thesis works, studio-works' reports, NASA works, documentation works, study tour reports, etc. are kept in the library for ready reference of all students. At present, there are approximately 6441 volumes (6378 titles), 10 National, 7 International Journals & 1 e-journal, 1325 UG Thesis report & 24 PG Thesis reports etc. Types of books other than academics include: reasoning & aptitude books, entrance exam preparatory books for GATE, NATA, etc., dictionaries, encyclopedias, thesaurus, short-stories, novels, etc.

Digital Library:

The Digital Library houses 10 computers with 10Mbps Leased Line, 750Mbps Wi-Fi connection and power back-up, for e-reading and referencing. Students and faculty can get access to online databases such as DELNET, National Digital Library, NPTEL, etc.

Library Services:

Library provides various services to the students as well as faculty: reprographic services (scanning, printing & photo-copying), online BPUT Syllabus, Question Banks & Model Answer Banks, etc.

Resource Sharing/Inter-Library Loan:

The resource sharing facility with ABIT Central Library ensures that both students and faculty get access to books and journals of other allied engineering discipline.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**
- 6.Remote access to e-resources**

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.24

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1.07	0.68	1.53	0.38	2.55

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 1.32

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 8

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution aims for a green paperless campus and hence has good IT facilities for teaching-learning process, research and administration. The institution tries to upgrade its IT infrastructure regularly according to the assessment of requirements. This assessment of requirement is responsibility of the IT Infrastructure-in-Charge.

Besides 1 Multipurpose Exhibition Hall which is equipped with LCD Projector, Smart Board & PA system, the institute has 5 Lecture rooms and 4 studios with LCD Projectors aiding towards teaching-learning process. There are two (2) stand-by laptop systems, which can be issued by any faculty desirous of taking lecture with aid of ICT facility. The whole campus is also Wi-Fi enabled, with 10Mbps leased line, 750Mbps Wi-Fi broadband connection. The UG/PG Computer lab has 40 up-to-date desktop systems, with LAN Ethernet connectivity and power back-up through online UPS. Also a 30 system computer lab (CSE Dept., ABIT) and a 2 system Advanced Lab (Civil Dept., ABIT) are used on shared basis.

The digital library was started in the year 2016, with an aim to aid towards research. It has 10 computers with 10Mbps leased line, 750Mbps Wi-Fi broadband connection and power back-up, for e-reading and referencing. Students and faculty can get access to online databases such as DELNET, National Digital Library, NPTEL, etc.

All the faculty staff-rooms have at least one (1) up-to-date desktop system, with broadband internet connectivity, power back-up and printing facility. The e-evaluation center has got 12 dedicated desktop computers installed with latest e-evaluation software for evaluation of university papers; a bio-metric attendance system; printing, scanning & photo-copying facility. The examination & submission room is also equipped with two (2) computers, printers & stack facility. The administrative office has three (3) number desktop computers, three printers, bio-metric attendance recorder for faculty members, etc. One (1) biometric attendance recorders for students is also installed in the entrance lobby of the administrative block. IT resources are shared among various departments for optimized usage. The whole campus is also secured with 24 CCTV surveillance cameras installed at various locations.

IT facilities are regularly updated as per decisions taken in the bi-annual meetings of the Operations & Planning Committee. Besides discussing requirements of provision and maintenance of all Infrastructure needs, the Committee also addresses updation of IT infrastructure. An assessor team comprising of the IT Infrastructure-in-Charge, a faculty member and a technician, assesses working condition of all the hardware. This assessment usually takes place twice in a year during the semester breaks. Faulty hardware and peripherals are identified and set aside for repair/replacement. Minor repairs are done by the in-house technician, whereas major issues of replacement are generally out-sourced to external agencies. The software are also checked for their version updates and licenses. Network peripherals are also checked during the assessment and faults, if any, are reported to the service providers.

The recent shift from off-line to on-line mode of teaching-learning, also witnessed increase of bandwidth of internet connectivity to 750 Mbps.

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

Response: 7:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 12.88

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)

2020-21	2019-20	2018-19	2017-18	2016-17
0	59.84	40.19	41.65	24.24

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The Institute has devised the Campus Use and Maintenance Policy' 2018 for use and maintenance of its infrastructure. The Standard Policy and Procedure Guidelines' 2018 envisage all round optimum use of available facilities and takes into account feedback from various users: students, faculty & staff, for upgradation and maintenance of the infrastructure.

Infrastructure Use Policy:

The Operations Planning committee of the institute comprising the Dean, Operations, Infrastructure Maintenance in-charge, IT Infrastructure in-charge, Hostel in-charge, Transport in-charge and the Administrative Officer ensures optimum, effective and efficient use of infrastructure through a centralized planning process at the beginning of a year and each semester. These meetings are chaired by the Principal and are convened at the beginning of the sessions to plan for requirement and use of facilities.

Building space usage:

The building space usage is decided by the Academic Planning committee (the Academic Heads of UG & PG, PG Course Coordinator and five UG Academic Coordinators). The Time-table-in-charge, formulates the semester time-table and decides the allocation and usage of the studios, lecture rooms, labs, construction yards, etc. for optimal and effective use depending upon:

- Number of theory & sessional subjects,
- Prioritizing students and faculty with health issues or physical disabilities,
- Student strength for individual programs, and
- Mutually exclusive usage of shared facilities of other departments, etc.

The Academic Planning committee is responsible for planning semester-wise Academic Calendars and scheduling of various activities, namely: commencement & end of classes, workshops, seminars, invited guest lectures, site visits, study tours, internal exams & end-semester sessional vivas. The UG & PG final year thesis, 9th semester professional training and the University Academic Calendar and Holiday List are incorporated into the semester Academic Calendars.

Administrative office spaces, work stations, cabinets, rooms for administrative works, etc. and including the faculty staff rooms containing the faculty workstations, files cabinet, display boards, etc. are allotted by the Principal. Staff lounge with modular conference sitting arrangement, files cabinet, etc. is provided for use by visiting faculty.

Multi-functional spaces in the Campus are at times let out for external users. However, these spaces are given for such uses, only after Institutional work-hours giving priority to academics and student welfare.

Library facility is taken care of by the Librarian and two assistant support staff.

The use and upkeep of department labs is the responsibility of the faculty-in-charge of a lab and the concerned subject faculty. Stock and issue registers are maintained in the lab itself, by the faculty-in-charge of the lab. Shared labs of other departments are used according to the prepared time-table, which is also shared with the concerned department to ensure mutually exclusive use.

Sports facility usage: All the sports facility available in the institute is maintained by the Infrastructure Maintenance committee. The students, faculty and staff, use these for sports education, training,

competition, recreation purposes. Prior information and schedule of sports competition/ event is sought for, and thereafter permission to organize events is granted by the Principal. However, for regular recreational activities, no prior permission is required.

IT facility usage: The Institutional IT facilities, such as the desktop or laptop computers, LCD projectors, smart-boards, etc. are maintained by the IT Infrastructure I/c with the help of technicians. The use of the same for any purpose by faculty or students is allowed by the Principal, based on prior request and also taking into account time-table.

Infrastructure Maintenance Policy:

Campus Maintenance: The infrastructure, its provision, facilitation and maintenance, and provision of other necessary amenities as well as campus landscaping are supervised by the 'Infrastructure Maintenance In-charge'. The Infrastructure Maintenance In-charge along with a team comprising the Project Manager and a dedicated work force of skilled labour, electricians, plumbers, etc. oversee the maintenance on a daily basis. Repair and shortfall requirements from other staff members are sought for twice in a year and are also taken into consideration.

Regular cleaning of classrooms and furniture is done mandatorily, before and after the institutional working hours.

Campus and its garden with plants are routinely maintained by the maintenance staff. The planting of new trees and development of new gardens/garden elements are meticulously planned by a faculty of landscape architecture and executed upon approval from the management.

Drinking water provision is provided in all the floors in all the buildings. The same are periodically cleaned and maintained by approved vendors.

Cleaning of toilets of staff and students are done regularly by a fleet of stationary sweepers. Toilet cleaning agents, disinfectants, deodorants, etc. used are issued by the supervisor, who maintains the stock register.

Electrician is available round-the clock for repair and replacement of electrical fittings and appliances. All fittings are regularly checked.

IT infrastructure: The IT Infrastructure in-charge is responsible for periodic assessment for upgradation of software and hardware, and regular upkeep and maintenance of the IT infrastructure. For upgradation of software/hardware, quotations are sought for from approved vendors based upon assessed requirement. Received quotations are then checked by the Operations Planning Committee and forwarded to the Management with recommendations, for necessary action.

Computer personnel is available for regular repair and upkeep of the IT facilities such as computers, printers, LCD projectors, internet connections, etc. However, for major issues of repair or replacement or upgradation, the work is out-sourced to external agencies.

~~Thirty (30)~~ Closed Circuit cameras (CCTV) are installed in various parts of the building and the campus, for security and surveillance. It is also stipulated by the University. The upkeep of the cameras and the console is done by a stationed and trained technician.

Hostels: The Hostel in-charge is responsible for allotment/re-allotment of hostel rooms, general maintenance and upkeep of hostels, monitoring of house-keeping staff and hostel mess by way of quality assessment and control of hostel food. There are two Hostel Teachers-in-charge (1 for Girls hostels & 1 for Boys hostels) who are helped by the Students' Welfare Officer and the caretaker of each hostel.

The Infrastructure Use and Maintenance Policy, formulated by the Institution, is a comprehensive one. It is periodically updated and amended, taking into consideration continual change in use of facilities and obsolescence of old facilities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 0.93

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
9	4	6	4	4

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.94

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	9	10	2

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 23.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
166	124	140	132	122

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 56.25

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 72

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 42

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	8	0	0	3

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	0	0	5

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

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

Response:

The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value- based education for inculcating social responsibility and good citizenry amongst its student community. The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

Structure of the institution for students' representation and engagement in various administrative, co-curricular and extracurricular activities:

The Student Council of PMCA is an elected group comprising class representatives from all sections of 1st to 4th year, Unit Secretary and Unit Designee of the National Association for Students of Architecture (NASA) along with few volunteer students as House Captains and Club Coordinators. They are guided by Faculty in Charge and advisors responsible for their engagement in co-curricular and extracurricular activities.

The Student Council facilitates the following:

- Students' expression and assistance in college affairs, projects and activities,
- Opportunities for student experience in leadership,
- Encouragement for student / faculty / community relations.

The Student Council commits to promote:

- **Citizenship:** Support, nourish and develop democracy involving students in meaningful, purpose-oriented activities to imbibe sincere regard to law and order, sense of personal responsibility and self-respect. The student council is a forum for student opinion, interests and desires understanding the entire student body, faculty, administration and students 'community, that reflects and interprets the students' viewpoints.
- **Leadership:** Providing young people with the power, right and privilege of being heard by those in authority to avoid commercial or cultural exploitation of students in coordination of college sponsored student activities.
- **Human Relations:** Create harmonious relationships among faculty, administration, student body and the community through organized services in the interest of general welfare as well as reaching people through mass-media communication processes.
- **Cultural Values:** Sparking loyalty, pride, patriotism and social responsibility through hands on experiences in group development and human understanding, giving young people deeper reasons for attending college and selecting projects and activities which seek to achieve the stated purposes.

Instigating a deeper conversation amongst our peers as well as within ourselves, as students, they start realizing the nuances of how life has developed through many layers and thus become sensitive towards a myriad of things and ultimately develop a sense of responsibility towards society and life as much.

Awareness is raised among students regarding social factors, which have stemmed from culture and beliefs of people since time unknown. Introduction of co-curricular and extracurricular activities initiates the exchange of thoughts and philosophies, channeled into a new social responsibility for students of architecture.

With the recent challenges of environmental crisis, urban planning hazards and intermingling of the global population, the institution highlights issues and promotes architecture as a tool for social responsibility rather than a mere building construction process.

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

Response: 3.4

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	3	3	4

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

Fostering a spirit of loyalty and promoting general welfare of our college, our Alumni Associations exist to guard and support PMCA's goals and to strengthen the ties between alumni, the student community and the college authority.

- Main objective of the Association is to bridge the gap between the college and alumni. They have been responsible for keeping complete track of alumni with their required detail and inform them about the current changes and achievements of the institute.
- Annual alumni meet is also organized at the institute level every year.
- Alumni association works for the benefit of the students, namely for conducting viva and discussion on business and entrepreneurship opportunities. During the interaction, alumni have highlighted the importance of current trends in the market and guided the students about the career opportunities in different fields. They have also shared their personal experiences with students. Alumni visit campus at regular intervals to support the existing batch of students in planning and organizing events, extend support and guidance for functioning of various students clubs.
- Alumni association provides opportunities and guidance for the professional internship / training of the undergraduate students.
- The Alumni Association suggests and advises the college administration on upgrading the infrastructure of the institution.
- Alumni Association instills pride and prestige to the institution when members of the same become part of professional bodies at the national level.
- Whenever alumni visit the campus, they motivate students to follow their path for the betterment of the society.

In addition to education and career opportunities, our alumni associations offer a range of exclusive perks e.g. financial benefits, travel benefits, organizing annual meets, exhibitions, conducting IIA chapter conventions, etc. PMCA Alumni are our brand ambassadors. They speak positively about their former college boosting colleges' reputation among their connections and the society at large. This promotes PMCA's image among prospective students and their families, encouraging more students to join. PMCA Alumni participation in various college activities has increased gradually over the years and has created a broad and diverse base of support.

Appended below is the present standing of PMCA Alumni Association.

Name: PMCA Global Alumni Association

Address: SAURASTRA DAS CONSULTANTS; 300, Kharavela Nagar; Unit-3, Bhubaneswar; Pincode: 751001

Date of Association: 9th December 2013

Registration Status: Not registered

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The college leadership comprises visionaries who are democratic in their thinking and participative in their approach. The leadership provides a dynamic vision and sets achievable goals for the institute with a focus on providing a cohesive, contextual and nurturing environment for teaching and learning activities.

To achieve its stated Vision and Mission, PMCA encourages the promotion and active involvement of faculty members in every sphere of academic, research and administrative activities.

Faculty members are actively involved in decision making conferences related to academic, research, discipline, student's welfare, academic delivery, coordination with parents, alumni, professionals, industries and various professional bodies.

Decisions related to goals, strategy, development and management of the institute are taken by the Governing Board and Trustees in consultation with the Principal.

The Principal takes the help of the Academic Heads of UG/PG and the IQAC to effectively strategise academic delivery during the semester. There is a Code for Academic Governance in place which is diligently followed in academic administration

File Description	Document
Upload any additional information	View Document

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

Response:

At PMCA we follow a participatory management system. A structured and efficient hierarchy has been established in the college to provide effective academic, administrative and research functions.

PMCA has a Governing Board as the apex decision making authority which takes care of the development and welfare of the institute. The Principal is the administrative head of the Institution who is assisted by the Establishment section & Academic Heads of B.Arch and M.Arch courses. The Academic Heads are assisted by the Academic Coordinators of each year, Proctors and Faculty members for effective delivery of academics.

There are various committees which handle specific functions in assisting the Principal in discharging

administrative responsibilities for smooth functioning of the institute and welfare of the students. This ensures that all stakeholders are involved in appropriate levels of decision making.

Management

All decisions are taken after due deliberations and discussions through different committees headed by respective Coordinators and guided by the Principal which is finally approved by the Governing Body.

The Governing Body, Principal and faculty members are jointly involved in the decision making process. SOPs and handbooks, where necessary, are made available to members involved in decision making.

Administrative

The Principal's office is adequately staffed to discharge its administrative responsibilities. The Principal is assisted by an efficient Public Relations Officer, Media Officer, Accountant, Office Superintendent, and Legal Advisor who are part of the Establishment Office for operations on a daily basis.

Various committees like the SC/ST Cell, Women's Cell, Anti Ragging Cell and Grievance Redressal Cell have been formed to effectively address matters of concern. These committees convene periodically to take stock of matters and offer guidance for better management.

Academic Activities

The Academic Heads are responsible for planning the Academic Calendar in collaboration with the Academic Coordinators of each year after consultation with the Principal. Subject teachers prepare a detailed lesson plan which is ratified by the Academic Monitoring Committee composed of the Academic Head, Principal and Academic Coordinators.

Case study of Library management

The PMCA library has a huge collection of 6445 books, subscription to 10 National and 4 International journals, 1347 Thesis reports and a digital database-DELNET.

Publishers regularly send a list of their recent publications available for purchase. Subject teachers are asked to propose titles required to the library coordinating faculty. The proposed list is vetted by the Academic Heads and senior faculty members before recommending the same to the Principal.

Regular additions to the repository of books, over the years, has led to adoption of Computerisation of Library records to make it user friendly.

On the suggestion of the library committee, the Integrated Library Management System was implemented. After discussions with the library staff, the software developer arranged for a demonstration of the Integrated Library Management System Software that was attended by the library coordinators, the Academic Heads, faculty members, Principal and the Director. All members present posed their queries related to the use of the software to the Developer. The purchase of the software was finally approved thereafter.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Case Study of Leadership and Participatory Management

For Academic management PMCA follows a stratified and decentralized approach to ensure smooth functioning and efficient management which is evident in the Code of Academic Governance document.

The academic activities are monitored by the Academic Head under the Principal. There are five Academic Coordinators that are appointed to ensure the enforcement of the academic curriculum with the help of the senior faculty members appointed as Mentors. The Academic Calendar is prepared by the Academic Coordinators before the commencement of the semester. The Lesson Plans are prepared by the subject teachers after due discussions with their respective Mentors. This is followed by a joint meeting headed by the Principal along with the Academic Head, Academic Coordinators, Mentors and subject teachers to establish the horizontal and vertical linkages and discuss possible innovative strategies to be adopted by the subject teachers. Thus the final lesson plans are finalized by the subject teachers. The adherence to the lesson plan is strictly monitored by the Academic Coordinators by way of feedback collected from students and faculty and reported to the Academic head.

Apart from the responsibility of curriculum delivery, the faculty members are assigned with several other responsibilities as per the Institute's Vision and Goals such as conduct of collaboration and student exchange programs, summer/winter school for creation and dissemination of information on SDGs and awareness of the built environment, competition mentoring of advanced learners, engage in research activities, proctoring for the students, NASA activities, cultural and heritage tours, Student club activities, training and placement activities, etc. Faculty are also a part of several disciplinary committees like Anti ragging Cell, SC-ST Cell, Grievance Redressal etc.

The faculty members fill up daily timesheets which specifies their planned duties assigned to them with the outcome achieved on a daily basis. Mentors are appointed for each faculty who scrutinize their timesheets and send it to the Principal with their observations at the end of every month. The Timesheets are a mechanism of self-appraisal and improvement for each faculty and helps in their career progression.

The Strategic Plan document in itself has been carefully prepared after many consultations with experts culminating in a workshop with leaders in the academic circle. It has also been duly uploaded in the institute's official website for public access.

These apart the institute conducts periodic academic reviews in a semester, lesson plan evaluations prior to the start of semesters and course evaluation in terms of feedback by students, every fortnightly as well as at the end of each semester.

Various student activities and Industry-Academia engagements are spread over the course of the semester. These are planned in a manner so as to not interfere with the regular teaching-learning schedule. Major events like the Annual Day Function and Sports Day are planned well in advance.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document

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

Response:

The functioning of the institute is at five different levels such as student, faculty, Academic Coordinators for each year & Academic Heads(UG/PG) and Principal.

Governing Board (GB)

The Governing Board is the apex decision making body responsible for formulating policies, procedures, rules and regulations of all Institutes of the group. It manages all financial resources, infrastructure and provides policies, guidelines and matters for fund allocation for development of the institute.

Principal (Institute Head)

The Principal plans and executes various activities for the development of the Institution aligned with the vision and mission of PMCA. The Principal monitors the effective functioning of various cells and committees.

Academic Heads

The Academic Heads of UG and PG programs assist and advise the Principal in implementing academic rules and regulations for the transparent and effective delivery of quality education and to monitor the progress of general pedagogical processes in every academic session.

Academic Coordinators

The Academic Coordinators ensure the effective delivery of courses as per University syllabus by the Subject teachers and intimate the same to the Academic Head/Principal regarding the student and faculty feedback. They look after matters like preparation of Academic Calendar, course coverage by subject teachers, scheduling of workshops, site visits, etc, thereby ensuring academic excellence and campus discipline.

Faculty members and Proctors

Faculty members have the flexibility to adopt innovative teaching methods and learning practices to execute academic programs. They have to ensure strict adherence to the syllabus and the timely completion of courses.

Proctors provide effective academic and personal counseling to students by constantly monitoring their performances and behaviour. They also provide student feedback and reports to the Academic Coordinator and Academic Head/Principal.

Service Rules

PMCA adheres to its well defined and well-established Service Rules, policies and procedures. It includes policies related to:

- Service conditions and leave rules for staff
- Code of Conduct

Recruitment procedures

The in-house HR department frames the job specification for the position to be filled, outlining required and desired skills, experience and qualifications, salary level, nature of the position , and special conditions, if any, related to the position to be filled.

The Institute usually advertises in popular dailies regarding recruitment of faculty and staff.

The Appointment Committee reviews the applications and screens them to prepare a shortlist of candidates. The shortlisted candidates then appear for a personal interview. All selections are ratified by a Council of Architecture nominee, who is present during the Selection process. The employment contract is signed after a final discussion with the Management.

New Faculty and staff are constantly guided with respect to their performance and growth through a system of Mentor- Mentees where a senior faculty member acts as a Mentor for 4-5 faculty members. The Mentor submits a confidential report regarding his/her Mentee to the Principal every month.

Promotional policies

Employee appraisals are carried out periodically and decisions with regards to increments are subsequently approved by the GB and Principal.

There is a Grievance Redressal mechanism in the institute

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. None of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Response:

The institute regularly monitors Faculty progression from the time of recruitment to holding key positions (such as Academic Coordinators, Proctors etc.) through hand holding and mentoring by senior professors.

FDP's are also regularly conducted for Capacity Building of teachers. Teachers are also sponsored on QIP's to various institutes of repute to enhance their professional competence. Such faculty in turn provide a feedback report on the FDP/TTP attended upon their return, and make a presentation before other faculty for dissemination of knowledge gained.

Faculty are encouraged for undertaking projects - research & consultancy; writing, publishing and/or presenting technical papers.

In-house training programmes are also regularly conducted for Capacity Building of new teachers wherein senior teachers help the junior teachers. Knowledge sharing sessions (Abhiprava) are also organised regularly to remain updated about current trends and advances in Architecture.

The Institution also facilitates measures for career advancement, leadership & skill development of faculty through motivation to pursue higher studies, encouraging provisions like travel grant, on duty leave, study leave, study tour coordination as well as other Career Advancement Schemes.

Faculty is also motivated to serve as resource persons, examiners and engage in roles in other higher education institutions.

Following is the list of existing welfare measures:

- Grant of Duty leave under the Research and Academic Development Funding and Assistance (RADFA) Policy, to participate in National and International Conferences / Seminars / Workshops / Symposia / Training Programs.

- Reimbursement of claim for participating in National and International Conferences / Seminars / Workshops / Symposia / Training Programs.
- Provision of special leave and duty leave to carry out research activities and pursue a Phd program.
- Recognition and felicitation of Faculty on receiving PhD on College Annual Day.
- Encouragement for participation in various competitions floated by civil authorities and professional bodies.
- Motivation, guidance and financial support to faculty for taking up projects under the Institutes in house Consultancy and R&D cell.
- Provision of advance against salary for teaching and non-teaching staff.
- Employment Provident Fund (EPF) Facility to staff.
- Three late coming provisions are allowed to staff for personal work.
- Recreation facility for the staff and students is available in the institute.
- Annual Staff vs Student sports meet is organized for teaching and non-teaching staff.
- Canteen facilities are provided for staff and students.
- Flexible work hours are permitted for faculty members facing difficulties on the personal front.
- Wi-Fi and Printing facility for Staff and Students on campus.
- Conduct of training workshops for Teaching and Non-teaching staff.

File Description	Document
Upload any additional information	View Document

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

Response: 10.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	16	6	1

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	2	0	0

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 14.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	11	34	0	1

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

PMCA has a well defined procedure for performance appraisal system for Teaching and Non-Teaching staff. The performance of every employee is assessed after completion of each academic year. The performance appraisal system is properly planned in the Institute through a Mentor-Mentee system. The performance of each employee is systematically evaluated based on specific parameters. This evaluation is done so as to understand the ability of a person for his/her further growth and development. The institute follows the recruitment and promotional policies stipulated by the Council of Architecture

There are separate sets of parameters for Teaching and Non-teaching Staff. Performance of the Teaching staff is done on the basis of monthly confidential reports submitted to the Principal by the mentors. The institute management encourages its employees and motivates them to be more efficient and productive.

The Performance Appraisal of Teaching staff is done through a well-defined procedure which involves self-appraisal by the faculty, students' feedback, detailed appraisal of the faculty's performance based on certain criteria, and a personal discussion involving the Principal/Academic Head, Academic Coordinator, faculty mentor and the concerned faculty.

The criteria for performance appraisal of teaching staff include:

- Curriculum related activities, study material preparation, and exercises
- Innovation in teaching
- Beyond Syllabus Exercises
- Contribution to other college activities- student's proctoring, admissions, special lectures

Contribution to extra and co-curricular activities in the college

- Details of other professional competency attained like attending seminars, refresher courses
- Research Contribution like research supervision and research papers published, conferences attended
- Details of corporate interaction

- Students' assessment and evaluation
- Incorporating students' feedback into teaching activities

Performance Appraisal for the Non-teaching staff is done to assist the management to appraise an employee and assess their potential to carry out their duty effectively, and to utilise their skills optimally. It also assists employees in their professional development and career planning. Performance appraisal is also undertaken to recognise accomplishments and out of the box thinking.

The performance appraisal of non - teaching staff is done through a systematic method involving:

- Self-Appraisal by the employee
- Subject expertise of the staff
- Professional attitude
- Time management skills
- Assessment of the individual's strengths, and areas for improvement.
- Recognition of accomplishments
- Punctuality
- Skills and personal attitude

The performance appraisal is carried out by the Principal together with senior management and HR department.

Performance evaluation system for appraisal has helped the institute to evaluate the performance of employees. It has helped the institute to analyze the strength and weakness of the employees as PMCA is an academic institute that is committed to provide the best to their students and heading towards becoming autonomous.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institution conducts internal and external financial audits regularly.

Mechanism for internal Audit and External Audit is as follows.

The internal audit is done by the finance department. The finance department has 4 major activities:

- Collections
- Payments
- Salary processing
- Statutory Filings

Collections, payments and salary processing is done by the accounts department whereas statutory filings and verification of the finance department's activities are done by the central team. People responsible for one activity review the documents and details of another function as a measure of internal audit.

The external audit is conducted by a Chartered Accountant firm. In addition, the financial statements are also submitted to statutory authorities for scrutiny as a mandatory requirement for 12A registration.

File Description	Document
Upload any additional information	View Document

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

Response: 6.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.1	0.1	0.3	0.3	5.6

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Student fees are the major source of income for the Institute. In addition, interest on bank deposits is a secondary source. Deficits against any expenditure head, so far, are being managed through utilization from existing reserves. For funding research and development activities, the Institute has been exploring and seeking funding from corporates and the university. Proposals for seminars have been planned and funding has been secured in the past from BPUT and various organisations SPARC, SEED, Government of India schemes under PMAY, etc. The institute also strives to participate in consultancy assignments, wherever feasible to mobilise funding for its operation.

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

Response:

PMCA has an Academic Monitoring Committee/ Internal Quality Assurance Cell, headed by the Academic Heads (Senior Professor) and comprising Academic Coordinators of each year who monitor the academic processes regularly. The IQAC/AMC submits regular written reports to the Principal on a fortnightly basis. The committee members also directly interface with subject faculty to resolve delivery and understanding issues of students as and when deemed necessary. Serious discrepancies are taken up in the periodic Academic Reviews chaired by the Principal.

PMCA, a leading academic institute in the eastern zone imparting quality education since its inception, aims at holistic development of students and teachers through a teaching-learning pedagogical initiative that meets the stringent academic objectives of the institute. The IQAC ensures that the pedagogy adopted promotes a participative culture through effective implementation of curricular as well as extracurricular activities. In accordance with the institute's vision, the Principal and faculty members, as a team, try to follow a well formulated teaching learning process keeping practical knowledge as the focus to overall versatile development of the students.

This is ensured through inputs from practicing architects, invited experts and IQAC/AMC members.

This teaching methodology encourages the faculty to plan, implement, monitor, evaluate (through internal & external assessment) and finally analyse results and feedback for assessment of Learning Outcomes.

It broadly involves the following:

- Preparation of the semester Academic Calendar
- Preparation of Lesson Plans by subject faculty
- Monitoring of progress by Academic Heads

- Students' Feedback Report
- Analysis of Feedback and preparation of action plans
- Program Outcome Mapping

The institute intends to attain autonomous status in academics & architectural research through proper implementation of planned strategy through the IQAC initiatives.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The Internal Quality Assurance Cell/Academic Monitoring Committee of the college periodically reviews the progress of coursework in every batch and maps the Student Learning Outcomes like - Critical thinking and representation, knowledge of building practices and technical skills, comprehending constructability and understanding of cultural diversity and social equity (ie people, place and context) vis-a-vis the Course Objectives for each course.

The Committee is chaired by the Academic Head and comprises Academic Coordinators and other senior faculty members. A Quality Assessment manual has also been prepared to guide the committee to align courses and the syllabus in general to the annual academic plan in particular and the Objectives of the Institute in general.

Examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC:

Example 1: Teaching reforms: FOUNDATION STUDIO

After reviewing the teaching-learning processes prevalent in the institute in the past, the IQAC/Academic Monitoring Committee suggested that the first year Basic Design studio be considered as a Foundation Studio as is a practice in other advanced institutes.

The Foundation Studio was thus designed with learning methodologies based on the analysis of student profiles and abilities. This studio has made it possible to design a course that structures learning through a series of activities that gradually progresses in its level of difficulty. Initially, simple concepts were developed through short, guided exercises that were very limited both in terms of material, as well as the handling and format variables. The complexity of the problems increased progressively until the end of the year when students completed a basic architectural exercise with a reduced programme and minimal material exploration that emphasized spatial articulation and material handling. As visual aids such as

sketching and models were difficult on the online platform, instructors were encouraged to relate to pop culture and personal experiences to explain ideas to students.

It is felt that the Foundation Studio helps in evening out the students' design abilities with a view to their progress in subsequent years. The Foundation Studio run last semester had varying exercises in which observation, abstraction, experimentation, creation and exploration of shapes became the basis of learning.

Students were introduced to the processes involved in design such as conceptual understanding, progressive criticism and massing, with possibilities to open discussions on complementary topics such as visual discourse, composition, the interaction of color, sensory-oriented approaches to materials, or exhibition techniques, among others. The studio is focused on student self-discovery in order to carry out future studies in architecture. This shared knowledge is related to: understanding the concordance between observation, analysis and representation to articulate an assignment. The difficulty criteria is incremental from initial to end exercises to allow independently exploring and experimenting with various outcomes on trial and error basis and finally composed together as a total system in a hypothetical context and manipulated to match the same. The studio is focused on the development of a set of fundamental skills: manual (making); visual (seeing, looking, observing); and intellectual (comparing, contrasting, abstracting, and assessing). Students were introduced to a broad range of media and methods to help build confidence in their cognitive, conceptual, and technical skills.

At the fundamental level, physical, psychological, sensual, intellectual, cultural, and aesthetic needs of entry level students are met through physical design. Emphasis is placed on problem solving through studio activity and relating architectural theory and criticism to the studio. This studio focused on the design of small structures with emphasis on schematic and presentation drawings and model building. The course will explore the analysis and synthesis of architectural form generated by program requirements, physical systems, spatial organization, available technologies, and review of historic precedents and aesthetics.

Example 2: Reforms in 10th Semester Thesis Studio from the Academic Year 2017 to 2021

The practice of conducting Thesis Studios started in 2017 aimed at improving the quality of the thesis work of the 10th semester students by encouraging them to take up topics related to societal concerns and architectural innovation. To achieve this aim, it was decided to migrate from a guide and panel review process (being practised earlier) to a studio format. The thesis studio proposed would have groups of 40 students per studio headed by a Studio incharge to oversee all thesis related work. Thesis Guides are also appointed in each studio for regulating the progress of work. The thesis studio is conducted twice a week throughout the semester to ensure that students undertaking the thesis work are present and receive periodic guidance from the faculty. Studio classes are conducted under the guidance of the Studio faculty where every student introduces his or her topic that is followed by a critical review. The institution lays emphasis on an interactive teaching learning process achieved through friendly discussions and critical appreciation rather than a one way delivery process.

The intent of the thesis studio is to develop a Student-Centred Participative Approach in the pedagogy and increase its effectiveness.

In the Studio, students and faculty are jointly engaged in the development of research components of design as well as tips on presentation and communication skills.

It is seen that students showed a higher level of interaction, enjoyed the freedom to think out of the box and displayed improved creativity when exposed to a Student-Centric Participative Approach.

Experts from different disciplines like MEP and Structures are invited to the thesis studio for dedicated sessions of discussion with the students to give them an overarching understanding of the building process.

Mentoring the students for participation in various national and international competitions

As a part of IQAC inputs and further recommendations of the Governing Board, exceptional students are selected to participate in various students' competitions and are motivated and guided by selected faculty members. Extra hours are devoted for such consultations and this has yielded exemplary results. Students have won many awards and excelled in various international and domestic fora over the years.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: B. 3 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The college is a co-education institute comprising nearly 70-80% girl students. Since its inception in the year 1993, the college has seen girl students enrolling in majority and has been consistently sensitive to the needs of girl students. Concerns regarding security and safety are addressed by the college through different means.

Safety and Security

The college campus is fully fenced and trespassers are not allowed.

CCTV Surveillance: The campus has 15 CCTV cameras fixed at various locations inside and outside of the classrooms and studios and the complete area of the college campus is under CCTV surveillance. The footage is monitored in the dedicated security office. The CCTV footage backup is available to monitor.

Security Staff: The college has engaged professional security services for round the clock security of its premises. The security is managed by a team of trained security guards. This has ensured the safety of the students, especially girls and staff. Security related problems are handled by the security and college discipline committee. A complaint box is installed in the college and regularly monitored by the Student Grievance Redressal Cell. Helpline number of the Proctor is provided to all students as an extra precaution.

Student Council: Various awareness programmes are arranged for girl students like Personality Development programme for girls, Self Defense Training, Physical Hygiene and Emotional Counseling etc. These events are generally coordinated by the Students' Council volunteers along with faculty advisors.

Other Committees: Women's Cell, SC/ST Cell and Anti Ragging Cell organize various programmes for women empowerment, safety and gender sensitivity.

Counseling

Counselling Cell: The Counseling cell addresses the problems related to psychological, emotional, social and family issues, stress related to study and phobia etc. Our college counseling cell works under the guidance of a qualified counsellor. These services are freely available to the students and focuses mainly on the girl's students.

Staff and Teacher: Non-teaching staff help students in most matters and provide counselling regarding their queries of admissions, scholarship etc. Teachers provide career and personal counseling to enhance their performance. Special attention is given to the girl students from rural and semi urban backgrounds. In case of major issues, staff and teachers refer the student to the counselling cell. A structured and efficient

Proctoral system has been established in the college to provide effective academic and personal counselling.

Counselling Workshops: The college organizes sessions on Women Safety and Security, Women Empowerment, laws related to harassment in the workplace and other socially relevant issues. Self-defense workshops are arranged for girl students. Special programmes for personality development are regularly organized.

Common Room

College provides separate common rooms for girls. The common room has a seating capacity of 30 students. The common room is also provided with bedding and first aid box etc. for emergency health issues. Students can also avail these facilities in the MI Room which is manned by a trained pharmacist and a doctor-on-call.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management

- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:**Solid Waste Management**

Separate bins are provided for the collection of waste. Single sided used/printed paper is often reused to print unimportant documents in the office in the truest spirit of recycling. Garbage is segregated into wet and dry bins. Canteens use degradable and washable plates. Waste paper is handed over to authorized vendors. Waste material and scrap like packaging sheets, wrappers, plastic waste and broken furniture etc. given to authorized vendors for recycling. A lot of the campus landscaping has been done by reusing waste materials. The library looks into the effective and green disposal of books, book bank system, reader club and book recycling.

Liquid Waste Management

Liquid waste is disposed of safely and legally by using standard methods. Taps, drainage and water pipelines are regularly maintained.

E- Waste management

E - Waste is collected in the Central store and given to the parent body for reuse or disposal. It is disposed of by approved vendors. To create awareness of e-waste and its management posters are displayed, Lectures, Exhibition, Posters competition and street play competitions are organized in the college campus as well as outside of the campus.

Waste recycling system

Students are regularly engaged in coming up with creative designs and installations in and around the college campus reusing construction and other waste. These wastes are re-organised in a way such that it adds aesthetic value to the campus.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:**1.Rain water harvesting**

2. Borewell / Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The institute firmly believes in providing an inclusive environment by inculcating various religious, social and cultural practices throughout the year. The management and faculty adopt a very secular approach towards activities conducted in the campus.

Students of PMCA come from different states, socio-economic backgrounds and religions. Management has taken extreme care to ensure that harmony is maintained amongst various groups and avoid polarization of any kind at all costs. Faculty members are cautious and alert about any conflict that may arise both in the campus and hostel. Before any issue flares up there is an active attempt at counselling the students or faculty members and arbitrating between conflicting parties. Various cultural programs are organised to foster intercultural bonhomie.

Moreover, various seminars and workshops are conducted to create awareness about cultural, regional, linguistic, socio-economic and communal backgrounds.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

PMCA annually organizes several events around the year to ensure the values of the constitution is imparted to the students and staff members. Every year Republic Day and Independence Day is held in the campus where lectures on constitutional values and fundamental principles of the Constitution are given after the flag hoisting. Several competitions are held on that day like singing, debate and essay writing competitions to bring in the spirit of nationalism among the students. Important national days like Gandhi Jayanti are celebrated each year in a big way in the PMCA campus. On 2nd October 2019 one of the renowned sculptor of Odisha Prof Rabi Narayan Rath sculptured a torso of Gandhi ji in a record time of 30 mins in mud. This was followed by a lecture and presentation on the life and principles of Gandhi ji to inspire students. On the same day 'Swachh Bharat' was organized in the campus where faculty and students actively took part and pledged to adopt 'Swachh Bharat' in their daily life.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

In order to ensure that students gain a capacity for self-reflection and personal development as well as the ability to engage in meaningful public dialogue, with a profound awareness of community needs and understanding of social and civic responsibilities, the college organizes Programmes on Commemorative Days of National and International importance as well as Death and Birth anniversaries of legendary architects and visionaries. Such events serve as a reminder of their contribution in building the nation. The college also organizes wall displays and exhibitions on these days.

Programmes are also organized on thoughts of great Indian personalities to inspire moral and ethical values in students in their professional and personal lives.

To recognize the contributions and achievements of teachers, every year Teachers day is celebrated on 5th September. Mahatma Gandhi Jayanti is celebrated as Swacchata Diwas and students are encouraged to plan cleanliness drives in and around the campus to celebrate the day meaningfully. Republic Day, Independence Day and College Foundation Day are observed in the college regularly to increase consciousness about national identities and symbols.

Awareness Weeks on Sustainability and SDGs, Manual Scavenging and Heritage Appreciation are also conducted periodically throughout the year

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	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:**Objectives:**

The main objective of this practice is to strengthen the bonding amongst staff members of the institute. The indirect objective of this practice is to create a healthy and positive work environment among staff members for a friendly system of administration in the institute that will ultimately benefit the students.

Context:

A healthy workplace environment is ideal when it comes to maintaining a positive outcome in a stressful work schedule. The most important things that influence employees are their motivation and happiness, and how productive and efficient they can be, all goes down to their working environment. Teaching and non-teaching staff of PMCA arrange various interactive activities like social get togethers to enhance the bonding between them. This helps to create a sense of team unity among the staff members. Activities

performed during the staff get-togethers give opportunities to recognize accomplishments and milestones in both business and their personal lives and the workplace celebrations give them a platform for providing the appreciation. The purpose of interactive programmes is to provide a framework that will increase the ability of employees to participate in planning, problem solving and decision making to create a conducive academic year.

The practice:

We, at PMCA, organize a few interactive programmes on a few occasions during a term. The programme is organised for introduction of new staff, felicitation of achievers and promotion of cultural activities etc. which are appropriate for stress management. This informal forum offers a homely atmosphere where everyone, irrespective of his or her position in the college can interact freely. The interaction is followed by a serving of refreshments.

Evidence of Success:

These events and activities help for developing easier and comfortable interaction between the administrative staff and faculty members. Junior faculty members get an opportunity to interact with the senior faculty, who help and guide them regarding academic process, teaching methodologies, administrative activities, problem solving and documentation of the records. A hierarchical system of working becomes easier when everyone comes to one platform and discusses various matters in an informal setting.

Problems Encountered and Resources Required:

Such programmes require modest resources as only mobilization of faculty is necessary. Programme implementation is also easy because in such programmes informal interaction can be planned within the college premises at a time that is convenient to all.

Title 2: Mental health enhancement programme for students

Objectives:

Students face a variety of challenges as they embark on their academic career. This includes mental health challenges which ultimately affect their studies. Objective of this programme is to help the students to increase their mental endurance and to enhance concentration in studies.

Context:

A positive mental health is an essential requirement for best performances in academics and other activities in life. The transition period of young students during college life can be challenging for students struggling with emotional distress. In the digital era, students are addicted to smart devices giving rise to disorders such as shortening span of attention in class, erratic behavior patterns etc. In architectural studies, students have to work on drawing boards for drafting and sketching for several hours, which is the most important part in the curriculum. Due to long hours of work, they can develop problems due to postural imbalances. As a remedial measure, sessions on Yoga and meditation are organised.

Practice:

Yoga and meditation are beneficial for coping up mental stresses and remedial for physical problems. PMCA arranges yoga and meditation programs once during each term. Professional yoga and meditation instructors are appointed for conducting such programmes. Instructors teach and explain various techniques necessary for prevention of problems. Teachers are also encouraged to participate.

Evidence of success:

After attending such sessions, an improvement in social behavior and academic work is found. Responses from the students are remarkable as they participate enthusiastically in such programmes.

Problem Encountered and resources required:

A short behavioral improvement is witnessed immediately after such a program in terms of attendance, concentration, performances and social behavior. More such programmes are necessary it would be better, if such sessions are included in the curriculum as mandatory to achieve consistent desired result

File Description	Document
Link for Best practices in the Institutional web site	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:

Vision:

To craft “Sensible and Responsible” architects for the society

Our college has been founded with the objective of bringing forth well-educated, informed and motivated architects equipped with ultra-modern skills, who can contribute towards building a humane society for the future by taking up the task of visualizing and designing for the human habitat with confidence and integrity. The college is committed to create a conducive teaching and learning environment to learn, demonstrate and progress. Our primary objective is to ensure the highest level of academic excellence along with the spirit of creativity and growth in every individual, for both students and teachers. Therefore, we encourage our students to look at the world beyond mere academics by providing a wider exposure through a series of guest lectures and workshops by experts in architecture and related fields.

Professional Ethics:

Impart the Knowledge of profession - The objective of architectural education in this institute is to tap and develop the artistic skills, intellectual abilities and creative instincts of the students. It aims to nurture them as trained professional architects whose design solutions would contribute to the quality of the built

environment and welfare of our society and the subsequent economic development of our country. It focuses on the basic research in the technological fields of architecture, planning and computer based training of an international level, to provide a global exposure to our students in architectural education, placement and professional word.

Human Values:

Apart from academics our institution focuses on making our students become good citizens of the society having good ethics and cognition of their responsibilities towards society. We focus on developing the personality of the students to take care of the people in the society.

Thrust:

Apart from regular curriculum we encourage our students to take part in various curricular and co curricular activities so as to develop the team work quality, Leadership quality and Unity, Time management. Through these activities they give emphasis on gender equality also.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Institutional Objectives

- To provide for instruction and research in architecture, urban design, building, town and country planning, housing, traffic and transport planning, landscape architecture and other branches of studies pertaining to human settlement and the built environment.
- Instill amongst the students a sense of responsibility to serve society in the field of human settlements and the environment and to play an active role in the preservation, protection and enhancement of the quality of both natural and man-made environments.
- Imbibe a national and international outlook in the field of human settlements and the environment.
- Impart knowledge of techniques and developments in emerging areas of the construction sector.
- Develop skills in areas of planning, designing, building, managing and related tasks pertaining to the built habitat

Concluding Remarks :

PMCA has blossomed into an institute of national importance with its prime focus lying in imparting a meaningful education in line with the contemporary needs of design and construction. PMCA has blossomed into an institute of national importance with its prime focus lying in imparting a meaningful education in line with the contemporary needs of design and construction.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.2.2	<p>Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>5</td><td>2</td><td>2</td><td>2</td><td>4</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : DVV has not consider less than 5 days workshops/seminars shared by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	5	2	2	2	4	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	2	2	2	4																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year</p> <p>Answer before DVV Verification : 38</p> <p>Answer after DVV Verification: 8</p> <p>Remark : DVV has made the changes as per average of teacher and students using library per day on (dates) as per SOP.</p>																				
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>1. The Code of Conduct is displayed on the website</p> <p>2. There is a committee to monitor adherence to the Code of Conduct</p> <p>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff</p> <p>4. Annual awareness programmes on Code of Conduct are organized</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. 2 of the above</p> <p>Remark : DVV has made the changes as per shared report of Code of Conduct, code of ethics by HEI.</p>																				

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>58</td><td>66</td><td>66</td><td>64</td><td>83</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>53</td><td>59</td><td>65</td><td>64</td><td>80</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	58	66	66	64	83	2020-21	2019-20	2018-19	2017-18	2016-17	53	59	65	64	80
2020-21	2019-20	2018-19	2017-18	2016-17																	
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