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INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
IDEAS-INSTITUTE OF DESIGN EDUCATION AND
ARCHITECTURAL STUDIES
C-18729
Maharashtra
Nagpur
440037

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	IDEAS-INSTITUTE OF DESIGN EDUCATION AND ARCHITECTURAL STUDIES Nagpur Maharashtra 440037
2.Year of Establishment	2009
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	1
• Departments/Centres:	1
• Programmes/Course offered:	2
• Permanent Faculty Members:	47
• Permanent Support Staff:	20
• Students:	525

4. Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. Nicely designed campus acting as an incubator which boosts for exploration involving teaching learning and co-curricular activities. The built environment is not restricted to formal academic spaces only , but extends into adjoining transitional open spaces . 2. The Institute has established a good standing in the region based on the surveys done by various agencies. 3. The institute has accommodated co-curricular assignments, summer design & winter design studios to nurture talent and skills, exchange of thoughts and participative approach in addition to regular university syllabus,
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 09-08-2021 Visit Date To : 10-08-2021
6. Composition of Peer Team which undertook the on site visit:	
Chairman:	Madhumita Roy
Member Co - ordinator:	Sandeep Dua
NAAC Co - ordinator:	Dr. N R Mohan

Section II: CRITERION WISE ANALYSIS

*Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion***(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)**

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The Institution is affiliated to RTMNU-Nagpur. It follows the curriculum for both syllabus and scheme of examination framed by the University, Council of Architecture, the central statutory body which gives broad guidelines for framing of syllabus with provision of enough flexibility to customize the courses within the programme. The time table is synchronised to cover the prescribed syllabus. Course outcomes are prepared by the faculty members for each course. Quite a few number of value added courses are introduced in every semester. The syllabus gives enough flexibility to the Institute. However, an attention is required while tallying the marks and the credit allotments against each course in the syllabus. Though the syllabus is framed at University, it needs refinements.

Regular feedback from stakeholders is a part of the system for the improvement of the curriculum..

***Criterion2 - Teaching-learning and Evaluation
(Key Indicator and Qualitative Metrics(QIM) in Criterion2)***

2.1	<i>Student Enrollment and Profile</i>
2.2	<i>Catering to Student Diversity</i>
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	<i>Teaching- Learning Process</i>
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

The Institute has a participatory approach towards teaching learning. Before commencement of First Year Architecture classes, one week orientation program is organized for students. The Institute has adopted Student Centric Pedagogy. Electives are offered to students in choosing area of their interest and specialization. Interactions are organized between practicing architects and students to bridge a gap between the professional practice and the academics. Hands on experience of theoretical knowledge through field studies and activities , workshops , experimentations are imparted. Students are encouraged to work in groups. Though the Institution is trying to ensure a good teaching-learning environment however, more attention is to be given towards regular sessional works .

The Vertical design studio introduced by the Institute provides a platform for students to interact, learn , understanding team building , build leadership qualities and learn various aspects required to provide design solutions .

The Institute has dedicated and qualified faculty members. However, the faculty profile needs to be further upgraded. Majority faculty members are involved in consultancy projects which helps in teaching with practical exposure.

The Institute is affiliated to RTM Nagpur University and follows the examination scheme provided by the university .CBCS has been adopted for evaluation process. Assessments are done through assignments, reviews, attendance , seminars, presentations and external examinations on a regular basis.

During pandemic, the Institution has installed the LMS which has been very helpful for both students and faculty.

***Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)***

3.1	<i>Resource Mobilization for Research</i>
3.2	<i>Innovation Ecosystem</i>
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

3.3	<i>Research Publications and Awards</i>
3.4	<i>Extension Activities</i>
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	<i>Collaboration</i>

Qualitative analysis of Criterion 3

Limited faculty members are involved in some research activities and produced a few quality publications. Three faculty members are having Ph.D. Few faculty members are pursuing doctoral studies. Since the Institute has also started Masters programme, the orientation towards research should be enhanced at both faculty and students level. The freshly recruited faculty members should be encouraged by providing a seed money to initiate research activities. The Institute must encourage the faculty members in bringing research grants. They should also be encouraged to go for 'Start-up' programs which will help them to do research as well as build entrepreneurship.

Both University and Council of Architecture allow a huge possibility in developing an intense platform for innovation and incubation for creation and transfer of knowledge. However, the Institute needs to give more emphasis in nurturing innovativeness among faculty and students.

Institution is organizing and participating in quite a number of extension activities as a part of summer and winter studies programmes through exhibitions, development of public spaces.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	<i>Physical Facilities</i>
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities
4.2	<i>Library as a Learning Resource</i>
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	<i>IT Infrastructure</i>
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	<i>Maintenance of Campus Infrastructure</i>
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

Institute has provided adequate facilities for teaching –learning environment i.e., Class rooms, lecture halls, smart class room, studios, Material lab, Climatology lab and Services lab along with workshop according to the existing norms laid by Council of Architecture (2017), India.

A well-equipped Library contains over 5611 books including text books, reference books, dictionaries, thesis, dissertation, research report, periodicals, newspapers and audio-visual materials.OPAC has been installed.Since the Institution is running a Masters course, more books for such course need to be procured.The expenditure towards procurement of library books/journals shown in SSR are not tallying with the actuals.

The Institute is Wi-Fi enabled campus with 20 Mbps capacity. However, a further enhancement regarding the capacity is to be there. The mobile network is inadequate. The Institute needs to check the availability of other network options.

The Institute has adequate infrastructure for co-curricular activities. It allows the students for overall development with respect to curricular, co-curricular and extracurricular events. It has active 'Students 'Council. Every Year Student council on behalf of institute organizes annual social Event 'FIESTA' wherein events based on cultural activities and sports competitions are organized.

***Criterion5 - Student Support and Progression
(Key Indicator and Qualitative Metrics(QIM) in Criterion5)***

5.1	<i>Student Support</i>
5.2	<i>Student Progression</i>
5.3	<i>Student Participation and Activities</i>
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	<i>Alumni Engagement</i>

5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years
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Qualitative analysis of Criterion 5

The Institute is abiding the State Govt norms for scholarships, freeships to SC, OBC, SBC, NT and EBC categories of students which varies between 40-50% of the total strength. Beside this, the Institute provides awards to toppers and students having maximum attendance. It provides cash awards to the University topper if the candidate belongs to the Institute. It also provides financial assistance to needy students for attending tours.

Few students have appeared for GATE and a little have been successful. However, the Institute needs to encourage more students for appearing in international/National/State level competitive examinations. Some graduates of the school have completed/pursuing higher studies from different institutions. More career counseling courses to be organized in order to encourage the students.

Students' Grievance Redressal Cell, Internal Complaint Committee, SC/ST Committee and Anti Ragging Committee exist. Students are also members of all these committees. They are members of college development committee, IQAC, Students' welfare committee, Research Cell, Library Committee, Environmental Committee and Publication Cell. Students are also members of professional bodies.

The students need to be encouraged for performance in sports and cultural activities at different levels. The Alumni Association formed in the year 2020 is very active.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

6.1.2 QIM	The institution practices decentralization and participative management
6.2	<i>Strategy Development and Deployment</i>
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	<i>Faculty Empowerment Strategies</i>
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	<i>Financial Management and Resource Mobilization</i>
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	<i>Internal Quality Assurance System</i>
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

6.5.5 QIM	Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)
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Qualitative analysis of Criterion 6

The Institute has started in the year 2009 by group of professionals having experience of more than 25 years in the academics. The vision and mission aims at providing excellent design education and creating state of art professionals.

The management has senior academicians from heterogeneous background . The Institute is executing its governance through the apex decision making bodies like Governing Council (GC) [erstwhile Board of Directors (BoD)], College Development Committee (CDC) which are in turn assisted by various other committees, ensuring all activities according to Vision and Mission of the institute.

The Institute has four phases perspective plan up to 2027, Inception plan (2009-2012), Five Year Plan I (Short term goals 2012 -2017) , Five Year Plan II (Medium Term Goals 2017-2022), Five Year Plan III (Long Term Goals 2022-2027). The Perspective Plan is in synchronization with the Vision and Mission of the institute.

Right from its establishment in the year 2009, The institute provides the contribution towards securing future of the Teaching and nonteaching staff through GOI run Employees Provident Fund.

Though the Institute provides supports to staff members regarding various aspects on case to case basis, however a general policy is required for such assistance to ensure transparency.

The Institute organizes for all staff members and provides full expenses for 2-days picnic at suitable destinations once in a year.

One online TTP through COA-TRC was organized in the year 2020 but more such programmes like Orientation Program, Refresher Course, Short Term Course, Faculty Development Program should be organized.

The overall performance of teaching staff is judged on regular and annual basis through his / her presentation and dialogue with the Principal and senior teachers in addition to self appraisal. The Institute has formed an IQAC cell in the year 2019 which has actively resolved

the issues during pandemic time also. The IQAC has taken up different activities like publication of students' work with ISBN through Institutes publication cell.

The Institute is aiming to become Green campus and has taken some initiatives like sewage treatment, rainwater harvesting / recharging and PV solar panels along with kitchen waste manure towards achieving the goal.

The entire campus is under CCTV security surveillance with 24 cameras.

The staffs need to be paid as per Govt approved pay scales and allowances.

***Criterion7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)***

7.1	<i>Institutional Values and Social Responsibilities</i>
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus

7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> Students, staff using <p>a) Bicycles</p> <p>b) Public Transport</p> <p>c) Pedestrian friendly roads</p> <ul style="list-style-type: none"> Plastic-free campus Paperless office Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	<i>Best Practices</i>
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	<i>Institutional Distinctiveness</i>
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

Institutional Values

Institution has taken initiatives with the help of various agencies/experts regarding gender sensitivity issues and students' counseling. It offers fair opportunities for all.

The Institute is conscious in minimizing waste generation and management through a policy of 'Reduce, Reuse and Recycle'. It has also installed solar cells on the terrace in order to meet a partial demand of electricity and hired an agency for its maintenance,

Bio-degradable waste from the canteen is recycled through process of composting.

An incinerator is installed in the girl's toilet to handle sanitary waste in a safe and hygienic manner.

The institute has initiated the process of collecting rainwater for both ground water recharging and for reuse in watering of plants and cleaning. A rainwater storage tank of 4100 liters has been constructed in the south west corner of the campus. However, the system has to be more efficient and effective.

The institute has a provision for bus services for both students and staff with 2 buses of 41 capacity each, still more such services are required since the Institution is located at the outskirts of the city .

The Institution has adopted some measures towards making the campus barrier-free.

The Institute celebrates all important events including, Republic Day, Independence Day, etc. alongwith staffs and students.

Best practices

The Institute involves students and faculty members in understanding and appreciating the role of social involvement as an essential ingredient of personal growth.

The Institute has started a very effective system of teaching-learning by introducing Vertical studios during vacations.

The Institute has a very student –friendly environment. The faculty members are very cooperative which helps in enhancing professional competency among the students.

Section III:OVERALL ANALYSIS (based on Institutional strengths,Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words))

Overall Analysis

Strength :

- The Institution has faculty having both practical and teaching experience with specialization done in varied fields of architecture.
- Out of six graduated batches, students of five batches have received gold medal for outstanding performance in RTMNU, Nagpur.
- In addition to university syllabus, the institute has accommodated co-curricular assignments through Summer Design & Winter design studios to nurture talent and skills, exchange of thoughts and participative approach
- The students are actively participating at State level, National level competitions .The Institution has made its presence felt at both State and National level.

Weakness:

- The Institute is located in the fringe area of parental city of Nagpur. Hence it results in difficulty for the students to carry out curricular and co-curricular activities beyond college hours.
- Due to location disadvantage, vendors show reluctance to provide to dedicated leased line wi-fi network services in campus. This results in limitation to the data speed network.
- The location where the institute is situated is under developed. It is devoid of the benefits of full infrastructural facilities that are provided by local city administration; out of which public transport is one.
- Being self financing institute, there are limitations regarding financial resources as there is no aid whatsoever provided by government.
- Research facilities and orientation needs further strengthening .

Opportunity

- The Institute has recruited staffs from diverse field of specialization having rich experience of both teaching and practice, it aspires to

become a premier center for conducting and developing research activities.

- Members of the Management are holding important positions in Council of Architecture and other professional bodies, which is very conducive for the development of the Institute.
- The Institute shoulders the chance and responsibility of active involvement in up gradation and design of new B.Arch curriculum and its structure, thereby meeting the present and future demands of profession and industry.

Challenge

- To modulate and refine teaching learning methods and enhance the quality of academics, to bridge the gap between academics and practice.
- To enhance research activities within limited resources.
- To create resources for enhancement of academic facilities and activities

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language)

(It is not necessary to indicate all the ten bullets)

- Sports activities should be encouraged more.
- Research activities and facilities need to be promoted and enhanced.
- Teachers need to be supported for enhancing their academic profile
- The campus needs to be fully barrier -free.
- The quality of regular sessional works need more attention.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution
Seal of the Institution

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Madhumita Roy	Chairperson	
2	Sandeep Dua	Member Co-ordinator	
3	Dr. N R Mohan	NAAC Co-ordinator	

Place: Date