



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AAYOJAN SCHOOL OF ARCHITECTURE AND DESIGN

**GAT NO. 289, VILLAGE- WARWADI, TALUKA- PURANDAR
412301**

<https://www.aayojan.edu.in/pune/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Aayojan School of Architecture and Design Pune is a School of Architects, by architects and for Architecture. Founded on 5th September 2012, ASAD is affiliated to Savitribai Phule Pune University. SEDRAA is the parent body of Aayojan. It is located amidst the lush green landscape of Warvadi Village, off Pune Satara Highway. Aayojan is a co-educational Institution and offers B.Arch and M.Arch courses. It is approved by the Council of Architecture, New Delhi. Admissions to the school are done based on the norms laid down by the COA through a centralised process run by DTE.

SEDRAA (Society for Education Development and Research in Architecture & Art) comprises highly devoted and committed members for the cause of promoting higher education in the field of Architecture, Art and Design. SEDRAA has successfully managed the Aayojan School of Architecture, Jaipur for last 24 years and the Aayojan School of Architecture and Design, Pune for the last 10 years. Both the schools under SEDRAA have made a name for themselves as institutions focussed on quality architecture education in this comparatively brief period. 5 batches of students have graduated from Aayojan School of Architecture and Design Pune and are currently doing their bit towards building a vibrant and progressive country. Some have made their way abroad for higher studies and some are in practice, working towards building an ethical and creative Architecture.

Aayojan Pune is in scenic surroundings on the outskirts of the city. It is connected to various parts of the city through its own bus facility available for all. Peaceful and healthy surroundings with good infrastructural facilities offer the students the best of both worlds. The environment is also very conducive to focused and inspiring teaching-learning. It provides a conducive environment for holistic education, rooted in history, inspired by nature, and preparing students for a future in harmony with their surroundings. The school is known for its high academic standards and dedicated approach towards education achieved through innovative teaching-learning methods. Faculty with varied expertise and a commitment to lifelong learning are assets of the school.

Vision

Vision: To become a pioneer Academic Institute striving for Global Excellence in cohesion with Local Expertise and Wisdom. Aayojan intends to nurture young minds who are holistic thinkers, responding to situations critically and sensitively. It envisages being recognised as an institute offering a well-rounded education by offering multiple courses related to the field of design. It intends to build a name as an institute that promotes learning from sources beyond the classroom i.e. the entire environment and all its contingencies.

Multiple facets that the institute looks into to achieve the Vision are:

- **Interdisciplinary Connects:** Institute aims to conduct varied courses and programs that nurture the interdisciplinary growth of individuals and the institute.
- **Independence and Autonomy:** To be autonomous, design and run a unique program with innovative curriculums.
- **A home away from home:** Become a residential school and step-up a contemporary Gurukul System.

- **Branching and Diversity:** Extend the name of Aayojan under SEDRAA in and beyond the country.

Mission

Mission: To create a learning environment, driven by research and development that provides equal opportunity to all the stakeholders and establishes a platform to train professionals who are sensitive, technically sound and who will contribute to the development of the profession, Society and the nation at large.

- **Research and Innovation:** Beget a culture of research and development within the learning environment. Encourage students and faculty to engage in research projects that address current challenges and explore innovative solutions. Provide necessary resources and support for conducting research, including access to libraries, laboratories, and funding opportunities.
- **Interdisciplinary Partnerships:** Build partnerships with industry, government agencies, and other relevant stakeholders to create opportunities for students to gain practical experience through internships, co-op programs, and collaborative projects.
- **Mentorship Program:** Run a mentorship program that nurtures potential and builds individuals who will grow in the discipline eventually.
- **Academic and Non-Academic Activity:** Be innovative on the front of the curriculum and active at the co-curriculum end.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Management Team – Of Architects, By Architects and For Architects.**

A management team composed of architects who are dedicated to quality education and the advancement of the profession bring about significant positive changes. They possess a deep understanding of the field and leverage their expertise to the institute.

- **An Academically oriented institute**

Aayojan is proud to claim that it is tagged as the most academically-oriented institute within Pune Architecture College. Most focus is on teaching-learning, and weightage is given to healthy learning of the student.

- **Faculty with varied expertise and experience**

We have a faculty team with vast and varied expertise and experience providing high-quality education and fostering a dynamic learning environment. They have in-depth knowledge of their subject and are hence able to provide appropriate education standards. Their diverse specializations give students also an opportunity to know different avenues available in architecture after graduation.

Strategized Study Tours

Study tours are strategically planned for overall growth. They focus on individual development and vertical connection across all years ending with well-formulated documentation catered towards further enrichment.

1:10 Student-Teacher Ratio

Owing to the profession's requirement of a one-on-one teaching-learning process; the Teacher-Student ratio is 1:10 is followed. This fosters mentorship opportunities as faculty personally moulds students.

- **Faculty Mentors**

Institute supports faculty's growth by facilitating them with experienced mentors for guidance. Regular meetings, presentations by faculty and brainstorming about their teaching pedagogy assure the quality and growth of faculty and hence the institute. This demonstrates the institute's commitment to professional growth and creates a supportive environment that promotes continuous learning and development.

- **Campus nestled in nature.**

Having a scenic campus significantly contributes to creating an environment that fosters focus, learning, and emotional well-being among faculty and students. It inspires creativity and sparks the elements of innovative teaching-learning. Outdoor learning and hands-on activities are possible because of the open land available on the campus site.

- **Best food on campus**

Aayojan can proudly say that the mess is run with love and affection. Food with garnish or recipes made to order are some qualities that are rarely witnessed on any institute campus.

Institutional Weakness

- **Location and accessibility:**

The institute is located far from the city and hence has difficulty connecting with the city. It has the perception of being out of reach. Though the bus service is regular and runs on various routes in the city, the issue continues.

The institute's rural location restricts the fees charged. In spite of available infrastructure, faculty and other facilities the fees continue to be nominal.

Owing to the location institute must be self-sufficient and independent as far as possible. Nevertheless, it was planned as a residential school and has a hostel facility at its disposal.

Students' Background:

Also, the students taking admission here are from humble backgrounds and semi-urban areas. They have limited resources that restrict the institute from organizing financially challenging outreach programs.

Institutional Opportunity

Management- A Team of Architects:

Owing to the institute being run by architects we have connections with industries and hence tie-ups and extension activities are easily possible.

Land Parcel:

Institute possesses a large parcel of land for the growth of this institute. This facilitates the organisation of workshops based on hands-on learning.

Eventually, allied field subject courses will be started on campus. An elaborate hostel facility with various requirements will be available. Currently, the land is also available for construction yards, tree plantation and other such activities.

System of Vertical Integration:

Students and faculty are grouped under four houses in order to foster vertical communication and interaction. Faculty mentors of each house guide the students wherever needed. We have inter-house events and competitions that encourage a spirit of teamwork and competitiveness. The system encourages mutual learning.

Institutional Challenge

Students' Humble Background

Students coming to Aayojan are from humble backgrounds, they usually belong to rural or semi-urban areas that restrict their exposure to aspects of architecture. Communication and expression become a challenge. Owing to this it's challenging for the faculty to orient them towards the discipline and its expectations of the field. Yet it's a great thing that they have a moderate background which gives them the right attitude to learning and achieving. Faculty has refined their teaching-learning methods accordingly.

Reduced Admissions:

Owing to the perception that the college is far away from the city and also due to the belief that architecture provides low-earning possibilities, admissions have been affected. Putting a lot of pressure on the financial resources. This affects activities at the campus and overall growth. In spite of that the Institute continues to nourish itself and its stakeholders in all possible ways. We also have a strategy for admissions in place based on creating awareness regarding the profession and the opportunities it offers.

Uni-dimensional Learning:

Currently, Aayojan offers education only in the field of Architecture college; this limits the hiring and participation of professionals from other fields. Opportunity to learn from allied fields is restricted. We have a

long-term goal of introducing other streams in design education. Yet this year a beginning was made towards this endeavour. This will also ensure compliance to NEP compliances.

Setback due to COVID-induced Lockdown:

The institute was running in full force before COVID and had initiated several positive practices and strategies for its running. During the COVID-19 pandemic period, we were reduced to our base functioning systems and were dealing with new challenges. It took us a long time to come back on our feet. We have now worked on new strategies to bring the institution back to its glory.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The School is affiliated to the SPPU and follows the syllabus set by the University for the B.Arch. degree Course. It also follows the recommendations and guidelines laid down by the Council of Architecture which is the Apex body of the Architectural profession. These guidelines help put program objectives in place mostly and course objectives to an extent. Yet Architecture is a profession where subjective curriculum development is very essential. Hence faculty develop teaching plans and lesson plans in detail for their respective courses. From these academic documents course objectives and assignment objectives are detailed. These objectives eventually reflect in the course and program objective outcome and evaluation.

Aayojan, through its innovative teaching-learning methods, aspires to interpret and customize the syllabus to the student group and the needs of the profession, constantly evolving new ways of exploring the subject content. Faculty from the School actively participate in syllabus making, paper setting and examination procedures of the University. Elective courses are offered under the SPPU curriculum at the fourth and final year level, which encourages students to go into the depth of the subjects studied under the discipline. It also broadens their perspective through explorations in allied fields. The curriculum is enriched through value-added courses/workshops in humanities, arts, professional values, environment and sustainability, health and wellbeing. Courses emphasize building up necessary technical and soft skills that will be needed for a student to not only have a successful career but also a prosperous and enriching life. Courses and methodologies are built upon the feedback received from all stakeholders keeping in mind the best interest of the students and the growth of the Institute. Based on the feedback received time and again, the courses have been developed to cater various needs of the students and external resource personnel are identified and invited to conduct the course. Based on recent feedback the courses are and will now be offered with some organizational affiliations that give more credibility to the course and the student's learning. With the online platform, the courses will be widely available widening the Institute's outreach.

Teaching-learning and Evaluation

Attainment of Course Outcomes:

In Outcome Based Education (OBE), assessment is done through one or more than one processes, carried out by the department, that identifies, collects, and prepares data to evaluate the achievement of course outcomes (COs).

The process for finding the attainment of Course outcomes uses various tools/methods. These methods are classified into two types: Direct methods and Indirect methods.

Direct method – 80%

Indirect method – 20%

Direct Methods are based on students' performance in various assignments designed for each course. At Aayojan we have a continuous internal evaluation process for the assignments. The nature of the assignment varies from progressive development. The nature varies course-wise.

Generally, 60% of marks are reserved for the process and 40% of marks are reserved for final outcome. Though there is flexibility for the subject team to decide.

In direct method, Mapping of attainment of the course outcomes with the Programme Outcomes shall be done. Cumulated and the average score shall be calculated which in turn shall contribute to the calculation of the attainment of the Programme Outcome.

Peer evaluation is also attempted so that the students become aware of the evaluation process and realise the importance of quality and rigour that the course demands.

Rubrics shall be used for both formative and summative assessment of students. The same rubric shall be used for assessing an outcome so that the faculty is able to assess student progress and maintain the record of the same for each student. The rubrics shall be shared with students before being evaluated so that they are aware of the performance criteria and their weightage.

After the completion of a semester, students are assessed based on their performance in the final exams. They face 3 types of evaluation–

1. Viva-voce-
2. Sessional work
3. Written exams
4. In-Sem evaluation

Indirect methods such as course exit surveys and examiner feedback reflect on students' learning. They are used to assess opinions or thoughts about the graduate's knowledge or skills.

Research, Innovations and Extension

Aayojan believes that Research and Innovation are imperative for progress. To be able to contribute positively

to society, it is important to understand, absorb and respond to its changing trends. This is where research and innovation play a role. At Aayojan we evolve methodologies, expand the subject content beyond the boundaries of the syllabus and encourage students and faculty alike to experiment and innovate.

Each faculty at Aayojan has their own subject of interest within Architecture and or an interdisciplinary connection with other fields. In their process of research, they connect with individuals outside Aayojan for reference. These experts are then invited on campus for student benefit also. Faculty research leads them to writing and publishing papers and attending conferences or workshops for their own growth. Some of them also conduct workshops on their subject majors. These are for faculty and or students outside Aayojan also. Overall research interest at the start creates a cyclic reaction of growth for all stakeholders.

The learning of students is beyond the Aayojan campus as they connect with professional bodies and social organizations. Students are made sensitive towards their users while designing, hence they develop a sensitivity towards society overall. They help the needy and reach out to whoever they can. Their role is not only materialistic sharing but of artistic and intellectual development also. For example, they go and paint walls for a community or village that adds flavour to the place.

Research and Innovation on campus with start-ups is a step recently taken. Some faculty and students are already entrepreneurs with their own setups. They pursue their hobbies also as careers; some have an interest in art and hence they have a website, put up shows and flourish their hobby. Another faculty is designing and crafting toys and games beyond teaching. Her strategic games reflect her Architectural skill.

Infrastructure and Learning Resources

Located on the outskirts of Pune, in the serene village of Warawadi, our institution offers a unique learning experience surrounded by the beauty of nature. The campus encourages experiential education making our surroundings an extension of the classroom. Moreover, the diversity of topography, plant life, and natural habitats in the vicinity offers endless inspiration for learning.

Aayojan was planned as a residential school to nourish the age-old gurukul system. Hence there is a residential facility on campus for the accommodation of students and faculty. It is isolated, but peaceful and well-seated in nature. The food at Aayojan is savoured by all users regular and visiting. Availability of guest rooms and faculty quarters provide accommodation to visitors and experts from around the country. It makes it convenient to interact with students and spend more time on campus. Faculty also avail this facility on a regular or temporary basis. It is provided free of charge to encourage student and teacher bonding.

The School building has spacious studios, lecture halls, a well-equipped computer lab, and audio-visual rooms fully equipped with projectors and sound systems. We also have a fully functional stationery shop with a printing facility on the campus. Our resource lab contains samples of various materials and fixtures typically used by architects. We also have a workshop and model-making facility to encourage our students to make models.

The vibrant interaction space at the centre of the campus is the Heart of the Campus. It is unmistakable for anyone and an unforgettable experience. It is flanked by open platforms utilised for making and displaying installations.

Aayojan has a good collection of books on Architecture and allied disciplines as well as magazines, journals

and digital resources. The Library is well maintained and also holds a repository of archival data on projects and research taken up by the School Faculty and students.

Our corridors have display boards across various floors for students to let their creative talent show. At times walls become a backdrop for the same.

Overall, the infrastructure is self-sustaining and educational friendly considering its location.

Student Support and Progression

Our students have varied interests and inclinations like sports, art, research, creative writing, designing and leadership. The school provides multiple platforms for each individual to showcase their talent. One can proudly say that students at Aayojan are active in participation at multiple levels in groups and as individuals. They participate in NASA which is the most prestigious National level symposium for Architecture. Aayojan students have bagged a few awards also at NASA. Co-curriculum and extra-curriculum activities also interest our students. Hence participation in inter-college sports and cultural events is enthusiastically taken up by students and supported by the college.

Students are the most important stakeholders in any educational Institute and at Aayojan we focus on each student's overall development. We follow a system of grouping students under Houses, where vertical integration i.e. interaction across all years is encouraged. Various events are organised to encourage teamwork and competitiveness. Each house also has faculty mentors to guide the students.

We also have a mentoring program in place where students are given a chance to open up through one-on-one interactions with empathetic faculty members. Mentoring continues beyond personal concerns; academic projects are designed to offer flexibility within the curriculum so each one can develop their individual opinion and perspective on Architecture. Students are mentored to focus on their strengths and overcome their weaknesses.

Students are encouraged to pursue further studies and guided to attempt the required competitive exams. Career counselling sessions are officially conducted on campus for the benefit of students. Placement support at the individual level is provided such that they find a job of their interest and skill set.

Beyond Aayojan our students have excelled in the field and are making a mark. Alumni are encouraged to interact with current students. Their insight is sought for enhancing the teaching-learning process, establishing industry connections and newer avenues in architecture. We celebrate the victory of our alumni and grow the outreach of the institute.

Governance, Leadership and Management

Aayojan is unique in its very vision and foundation. Founded and managed by Architects, it is an Institute of Architects, by Architects and for Architecture. Aayojan is run by a registered organization named "Society for Education, Development & Research in Architecture and Art" (SEDRAA). There is an overall policy document made by SEDRAA that guides the functioning of all institutes under SEDRAA. Its Governing Council is under the leadership of Ar. Kiran S. Mahajani. The management team is made of experts and professionals from the field. It has a clear vision for the future of the architectural profession, accordingly, develop a strategic plan to

achieve the goals of the institute. They can collaborate within the discipline, arrange for programs and workshops where renowned persons from the discipline come and enlighten the students. The team is also able to actively promote inclusivity and diversity within the profession, recognizing the value of diverse perspectives and experiences.

The role of the management in the growth and development of an educational institute is very important as the decisions made by the governing body determine the direction as well as the quality of the organization. The School management, being members of the profession themselves, They rationalize all aspects and give constructive criticism as regards to infrastructure and organization policies and Academic approach. They understand the criticality of every stakeholder's participation, the need for industry tie ups and the kind of resources that need to be put in and mobilized to achieve good results. The School management has a very positive approach to Architectural profession and education and the school benefits greatly from their support and encouragement.

The Internal Quality Assurance cell ensures that each stakeholder, whether it is Faculty or students, is empowered and facilitated to achieve personal growth and in turn contribute to the development of the Institute. Faculty members are mentored by experts who guide them at professional and pedagogical level. A particular amount every year is paid to Council of Architecture for allowing Aayojan faculty to attend development programs. Some Aayojan faculty also conduct training programs in association with COA.

Institutional Values and Best Practices

Aayojan believes in quality and innovation. A strong moral fibre, sensitivity to nation, society and culture, positive approach and focussed action are important to achieve success. The School aims to achieve its goals through practices that follow these principles. Courses on democracy and constitution are conducted to bring about awareness towards the Nation and its governance. Programs for sensitization towards society are conducted by taking students to participate in community activities. Cultural balance is struck by celebrating different festivals on campus and providing a secular view to the students.

Taking advantage of being nestled in nature, Aayojan promotes green and sustainable environment. Rainwater harvesting, using wet waste for compost, solar panels for tapping natural energy are some ideas discussed and exhibited on campus. This environmental and inclusivity sensitization is taught and reflected in student designs also.

The School believes in creating opportunities for all to grow and achieve success. Democracy, transparency, and fairness are inculcated in the academic as well as management systems. Human resource is of utmost importance and Aayojan focusses on identifying potentials and challenges in facilitating progress through timely redressal of complaints. The Institute believes in contribution, cooperation and collaboration and puts in place a system to work together towards growth.

Institute is traditional in its approach reflecting gurukul system through its location, infrastructure, and functioning. Diverse in its teaching, reflected through its faculty majors and courses offered. The institute is a family for all its stake holders, this is confirmed through mentoring, bonding, and mutual trust. Aayojan is hence a place to be in not because you must, but you want to.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AAYOJAN SCHOOL OF ARCHITECTURE AND DESIGN
Address	Gat no. 289, Village- Warwadi, Taluka- Purandar
City	Pune
State	Maharashtra
Pin	412301
Website	https://www.aayojan.edu.in/pune/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Hemant Sathye	0141-3081425	9423001021	-	aayojan.pune@aayojan.edu.in
IQAC / CIQA coordinator	Rakesh Shekatkar	0141-3081424	9423582437	-	rms.pune@aayojan.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	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	10-05-2018	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	22-08-2022	12	

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	Gat no. 289, Village-Warwadi, Taluka- Purandar	Rural	3.28	4210

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 Examination	English	80	18
PG	MArch,Architecture	24	Bachelor of Architecture	English	10	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	5				9				23			
Recruited	0	0	0	0	0	0	0	0	4	6	0	10
Yet to Recruit	5				9				13			
Sanctioned by the Management/Society or Other Authorized Bodies	5				9				23			
Recruited	2	1	0	3	6	3	0	9	6	3	0	9
Yet to Recruit	2				0				14			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	5	1	0	6
Yet to Recruit				2

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	1	0	7	2	0	2	2	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4	1	0	5	

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	158	4	1	0	163
	Female	137	0	0	0	137
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	7	0	0	0	7
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	7	3	5	2
	Female	4	1	3	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	32	27	23	22
	Female	40	37	35	37
	Others	0	0	0	0
General	Male	103	169	191	204
	Female	107	173	208	203
	Others	0	0	0	0
Others	Male	11	9	11	4
	Female	8	6	4	3
	Others	0	0	0	0
Total		312	425	480	476

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Aayojan School of Architecture and Design (ASAD) was conceptualized as a platform for exploring design from various perspectives. It grew as an Architecture institute in Pune, after Jaipur. Until now spreading wings into other arenas of Design were still at the backend. With NEP in place, this idea is discussed in detail and action is being taken. Subjects namely, Bachelor of Design, Interior Design, Fine Arts and Applied Arts are being introduced. Ar. Rajiv Mishra who is the Director of Arts of Maharashtra State has been taken into confidence regarding starting Applied Arts at Aayojan Campus. Similarly other discipline board members have been approached and things are put in pipeline for such</p>
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	<p>developments. Renowned contemporary Artist Ashutosh Apte has also been invited to conduct a short-term course on Fine Arts at ASAD Campus as a start to Fine Arts degree. Ar. Pushkar Kanvinde, honorary Director of ASAD, and a key member of Council of Architecture (COA), is working towards getting Diploma in Architecture started at ASAD.</p>
2. Academic bank of credits (ABC):	<p>As per the government instructions, ABC poster was posted in every classroom and each student was made to register in it compulsorily. They were also explained of its purpose and benefit for their own good in the coming future. As of today 95%, of our total strength of students are already registered under ABC.</p>
3. Skill development:	<p>The profession of architecture requires a diverse set of skills that go beyond basic soft, life, yoga etc skills. An Architect needs to be well versed with Model making, sketching, other forms of art development, Software, Design thinking and creativity skills also. Hence skill-based workshop, integration within the curriculum and providing short term courses are already introduced. From the perspective of NEP, the institute will open degree majors for these skills. Students will be able to take electives across the disciplines as per their interest.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Architecture being a profession that already values the heritage of its country in all forms of art and building, this criterion is already addressed in most subjects. Short term courses and electives are conducted for Traditional Indian Knowledge Systems and its Scriptures. Such initiatives are already in practice at ASAD. With NEP they will be fostered further through interdisciplinary connection of History, Arts and Conservation a stronger understanding of this criterion would be woven for the students.</p>
5. Focus on Outcome based education (OBE):	<p>Studying Architecture does not mean learning data from prescribed textbooks and writing in mundane paper formats. Here every course is hands-on based, with a specified product as outcome (drawing, model, video, painting, collage and so on). To maintain the curriculum as outcome based we also have on-site activities and real-life projects that students can learn from while executing. These practices and more will become part of ASAD campus being a Design</p>

	platform hence encouraging OBE system. Another aspect that supports OBE is multiple entry and exits for the student from the registered program. This is being formulated by the affiliating university and will be refined further by Aayojan as it prepares to be independent.
6. Distance education/online education:	Council of Architecture is introducing a MOOC platform on their website. ASAD has encouraged its faculty to create their own short courses and put them up on COA platform. This would be the start of online education idea at ASAD. Institute is also working towards launching courses with NPTEL and SWAYAM platform. Eventually courses will be run by ASAD faculty and also hosted on ASAD website.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	It has been initiated this year. A committee has been formulated for the same. Students and faculty are part of it. Aayojan management is free from the burden of political favours, hence the institute encourages and supports its student body to understand democracy, and have an opinion and vote accordingly
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	yes the coordinators have been appointed. The functioning will begin with the next election that come up.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	For better understanding of the Nations political systems courses on democracy and constitution are run for first year that brings about awareness.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	We have started an awareness drive that discusses electoral literacy issue. It is on our Instagram page as a separate folder.

electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	We have now gathered a list of students who are eligible to vote. We encourage them to apply their voting right.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
312	388	425	480	476
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 36

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	22	25	30	33

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
85.64	86.17	147.21	166.45	144.81

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The School being affiliated to the SPPU follows the syllabus set by the University for the B.Arch. degree Course. It also follows the recommendations and guidelines laid down by the Council of Architecture which is the Apex body of the Architectural profession.

The syllabus for each year focuses on studio courses which allow the student to explore different design processes to design buildings of increasing complexity from first to fifth year. These courses also teach the use of associated drawing and visualization skillsets, along with the use of different building materials and associated construction systems. Elective and are offered under the SPPU curriculum at third, fourth and final year level, encouraging students to go into the depth of the subjects studied under the discipline of Architecture and broaden their perspective through explorations in allied fields. Value added courses in humanities, arts, professional values, environment and sustainability, health and wellbeing, build up necessary technical and soft skills. The School, through its innovative teaching learning methods aspires to interpret and customize the syllabus to the student group and the needs of the profession, constantly evolving new ways of exploring the subject content and make the student innovative thinkers capable of comprehending the world around them and responding sensitively through Design.

The syllabus is studied in detail by the Faculty who brainstorm and interpret it, leading to a detailed Course plan for the subjects under the Curriculum. Objectives are defined for every subject, following which Teaching plans and schedules, lesson plans and assignment briefs are made by the concerned subject teachers.

Practical exposure through site visits, interaction with industry experts and assignments set in the real – time environments is an integral part of the teaching methodologies adopted. Cross referencing and horizontal integration across subjects for each year is discussed and incorporated in the Lesson plans. Four Verticals viz. Design, Technology, Humanities and Skills have been formulated at Institute level and relevant subjects and Faculty grouped under the same. Common objectives and logical progression for subjects under the Vertical are defined and discussed in meetings held at regular intervals.

Mentors who are experts from the field appointed by the Management are present at the beginning of term meetings to review the direction, content and Methodologies that are proposed for the coming term. This helps in making course corrections and delivering better in the following semester. Continuous evaluation is done throughout the semester to gauge student understanding and quality of skillset acquired.

The attached document outlines the syllabus for the B.Arch and M.Arch (Urban Design) courses at the institute, along with teaching documents that discuss the above – mentioned teaching objectives, methodologies, and evaluation processes.

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

1.2 Academic Flexibility

1.2.1

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

Response: 4

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

1.2.2

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

Response: 10.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	21	188	16

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Ethics and values are of utmost importance to the Institute. The Institute tries to inculcate a strong sense of morality and ethical conduct through not only the curriculum but also the system of teaching-learning and running of the institute.

Professional Ethics are taught as a part of the syllabus laid down by the SPPU in the Fourth Year. This subject is taught by a senior professional who has been practicing in the field for several years and is familiar with the issues faced and the ethical concerns involved. It is ensured that students are sensitive to these issues and equipped to make the right decision in situations that may involve a breach of values later in the profession. They are made aware of the duties and responsibilities that an Architect has towards the profession, the society in general and the Nation.

Apart from this, all the teachers take every opportunity in the classroom and outside to make students familiar with the working of the profession, the laws and rules that govern it and the rationale behind the same. This helps students understand and later follow the laws in letter and spirit.

Aayojan believes in democracy and equality in the true sense. It is ensured that there would be no distinction or discrimination based on religion/community/caste or gender at the School. The School encourages and facilitates girl students to perform their best and seek help from the Faculty and management in case they face any problems. A grievance redressal cell formed in accordance with the University immediately addresses any issues or concerns, especially of the female students, and takes necessary and swift action regarding the same.

Our responsibility as caretakers and stewards of the environment is well engrained in the minds of everyone at Aayojan. We take care to see that we not only teach, but practice environment sensitive and environment responsive architecture. Tree planting activities are carried out at the campus. Students and Canteen Management are encouraged to grow food within the premises. Wet waste is collected and composted which serves as fertilizer in the growth of the mini agriculture patches. Care is taken to

conserve all forms of energy, waste management, and sustainable development.

With the training and direction obtained on campus, students also practice these in their personal lives and help spread the message of being responsible citizens.

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

1.3.2

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

Response: 33.33

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

Response: 104

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

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 64.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	79	53	81	104

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
90	100	100	100	140

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 45.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	19	25	38	34

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	58	58	58	58

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.86

2.3 Teaching- Learning Process

2.3.1

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

Response:

At Aayojan, we believe that each student is unique and therefore our policies must be student centric as well to give maximum benefit to the students. The course outline follows the syllabus, but changes are made to cater specifically to varied aptitude levels of the students. Constant reviews help in understanding the effectiveness of our teaching learning methodologies. This may require modifying methods of delivery and/or change in nature/volume/complexity of assignments. The modifications are made with the participation of students. Group projects are designed to give them the experience of working together in teams, finding their plus points, and increasing their ability to work in groups. Workshops, seminars, site visits, study tours held under the guidance of faculty along with external experts help students go beyond the curriculum and understand diverse contexts in real world. Lots of hands-on experimentation in construction materials, techniques, etc. is done through intense workshops and site visits. Study tours and field visits also train students to conduct studies and research about places, their architecture, society, and culture through first-hand experience. Projects for Studios are developed based on issues and concerns identified/ experienced in the surrounding context. This helps students get a practical understanding of problems and work together towards sensitive and effective solutions.

ICT

Technology plays a huge role in augmenting the effectiveness of teaching learning at Aayojan. While standard, traditional modes of delivery are very much in use, teachers also use ICT enabled tools effectively. Lectures are prepared in the form of power point presentations based on the course outlines and syllabus specified by the University. The same are used to disseminate knowledge in the classroom using projectors and screen. At times, these are converted into videos and shared with the students before the class, so that students can watch them at their own pace and come to class with a basic idea of the subject. Or such extra data is shared with students through google classroom, drive post lecture as reference for further study. Research papers sourced from prestigious academic websites are also shared with the students for reference.

Use of Google classroom for setting up interactive sessions, uploading assignment briefs and reference material for the subject helps in effective access and learning for the students. Computer laboratory is used extensively to teach various software that students can use for their projects and assignments. Library also has a collection of e books, magazines and archival work that can be shared effectively with students with technology.

Use of mentimeter software-an online platform to receive immediate student responses. This has helped especially in online teaching session where students responded on mentimeter to the questions asked. All the answers and responses were recorded and visible on the screen to all. Mentimeter helps in creating an interactive experience letting everyone vote, ask questions, and interact throughout the online session. Similarly, tools and app like light meter are used to record the lux levels in research specified area. Lux Meter is a simple light meter for measuring illuminances (lux) by using the light sensor of android device. This helped students to understand meaning of terms and associate to the results obtained from lux meter/light meter.

ICT enabled tools help to make teaching learning process at Aayojan very effective and beneficial to the students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 61.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	40	43	46	46

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

2.4.2

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

Response: 3.82

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Aayojan is a School of Architecture where teaching and learning is individual based, hands-on work, and portfolio creation. Evaluation is mostly a viva-voce where it is a based-on conversation between the student and external juror. These ideas are not covered in NAAC criteria. We would love to share portfolios of our students' works to convey the level of outcome-based education that we are already running. Beyond that under this criterion progressive marking of First to Final Year B.Arch of the Assessment year 2022-23 and the marking of M.Arch (UD) is attached. Also attached is the documentation of comments given by the internal and external jurors to the Research and Thesis students on their individual thesis projects.

At Aayojan we follow the marking policy made by Savitribai Phule Pune University and the guidelines set by SEEDRA. A systematic process of assessment and judgment of student's assignments and submission is ensured to monitor quality, value, and performance. Evaluation is crucial for identifying strengths, weaknesses, and areas for improvement. The Institute maintains and shares the detailed record of progressive marking with the students so that they may act and improve as needed.

As mentioned for every subject there can be any of the following evaluation methods: Sessional, Viva Voce or Theory paper. Theory paper is for hardly 2 or 3 subjects each year. Mostly there are sessional evaluations. Sessional evaluation requires the student to create individual portfolio for the given subject made up of all assignments conducted and completed through the year. These assignments at internal level are discussed daily and assessed on regular basis. Viva Voce evaluation also includes creation of individual portfolio. These portfolios for sessional or viva for each student are different. Based on the assignment given, each student derives their own answer and accordingly documents the process and outcome. Sessional and Viva requires an external to come and evaluate the work. During the Viva, student is present to defend their work, while sessional is based only on the work as submitted. These

processes are challenging beyond theory papers. They evaluate the understanding of the student at much deeper level. Also, the assessment is more of the response that the juror gives to the student rather than the grade on paper.

Considering that this is a very hands-on program with outcome-based objectives. Outcome of every course is separately planned. Result of the student at institute and university level is evaluated based on this outcome (portfolio, model, drawings, oral presentation etc). The outcome is evaluated in relation to the reflection of assignment and course objective as planned by the teacher. In the field of Architecture, assignments are newly formulated every year. Their objectives are also strategically planned and implemented to suit the student's aptitude, address societal issues, develop skills, and achieve specific outcomes.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

At Aayojan the subjects/courses across years are organized into four verticals: Design, Technology, Humanities, and Skill Development. Each vertical represents a crucial aspect of architectural education. Design focuses on creative, aesthetic, and functional aspects, while Technology emphasizes technical skills and knowledge. Humanities provide a broader understanding of societal and cultural contexts, and Skill Development hones practical competencies necessary for architectural practice. Aayojan promotes a horizontal integration across the four domains. This approach encourages students to explore interdisciplinary connections and develop a comprehensive understanding of architecture field.

Vertical Integration of Courses: In an Aayojan, the subjects across years courses are organized into four verticals: Design, Technology, Humanities, and Skill Development. Each vertical represents a crucial aspect of architectural education. Design focuses on creative, aesthetic, and functional aspects, while Technology emphasizes technical skills and knowledge. Humanities provide a broader understanding of societal and cultural contexts, and Skill Development hones practical competencies necessary for architectural practice.

Outcome Mapping: To ensure coherence and relevance, outcomes are mapped to specific subjects within each vertical. This mapping process aligns learning objectives with industry expectations, enabling students to develop the necessary knowledge and skills in each domain. For example, design-focused outcomes may include the ability to conceptualize and communicate architectural ideas effectively, while

technology-focused outcomes may involve proficiency in utilizing computer-aided design software or understanding sustainable building practices.

Horizontal Integration: This system in Aayojan goes beyond vertical integration by promoting horizontal integration across the four domains. This approach encourages students to explore interdisciplinary connections and develop a comprehensive understanding of the architecture field. For instance, a project-based learning experience might require students to collaborate across verticals, integrating design principles, technology applications, humanities perspectives, and practical skills to create innovative architectural solutions.

Way of working: The programme outcomes are derived from the Vision, Mission statements and the goals of the institution. These are deliberated in common faculty meetings that lead to the conclusion of the programme outcomes. The leads of each vertical formulate the outcomes of each vertical after deliberations with the smaller teams, Academic Advisor, Principal and Academic Coordinator. Based on these the subject teams decide the course outcomes for each subject. These too are deliberated and discussed multiple times. These also need to be aligned with the outcomes planned for each year.

Conclusion: Aayojan, provides a comprehensive and student-centric approach to architectural education. By segregating courses into distinct verticals and mapping outcomes within and across these domains, students benefit from a well-rounded education that prepares them for the diverse challenges of the profession. OBE promotes holistic development, integration of knowledge, and alignment with industry expectations, ensuring that graduates are equipped with the necessary skills and competencies to excel in the field of architecture.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course objectives and assignment objectives are detailed based on individual teacher's course or lesson plan. These objectives eventually reflect in the course and program objective, outcome, and evaluation. In the field of Architecture, assignments are newly formulated every year. Their objectives are also strategically planned and implemented to suit the student's aptitude, address societal issues, develop skills, and achieve specific outcomes. This is a very hands-on program with outcome-based objectives. Outcome of every course is separately planned. Result of the student at institute and university level is evaluated based on this outcome (portfolio, model, drawings, oral presentation etc). The outcome is evaluated in relation to the reflection of assignment and course objective as planned by the teacher.

Attainment of Course Outcomes In the Outcome Based Education (OBE), assessment is done through one or more than one processes, carried out by the department, that identify, collect, and prepare data to evaluate the achievement of course outcomes (CO's).

The process for finding the attainment of Course outcomes use various tools/methods. These methods are classified into two types: Direct methods and indirect methods.

Direct methods

Continuous Internal Evaluation- Importance to Process

These methods are based on students' performance in various assignments designed for each course. At Aayojan we have a continuous internal evaluation process for the assignments. The nature of assignment varies from progressive development in design represented through tracings and/ or models, sheets, journals, group presentations, group discussions in class. The nature varies course wise but fits into the larger goals of PO.

Generally, 60% marks are reserved for process 40% marks are reserved for outcome. Though there is flexibility for the subject team to decide. End Semester Evaluation conducted by the SPPU University– Importance given to Final Outcome. After the completion of a semester, students are assessed based on their performance in the final exams. They face 4 types of evaluation– Viva-voce- Where students present their work, understanding and answer questions orally. Assessment through the sessional work (In absentia). Assessment of written exams conducted by the University.

Indirect methods such as course exit survey and examiner feedback to reflect on student's learning. They are used to assess opinions or thoughts about the graduate's knowledge or skills.

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

2.6.3

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

Response: 88.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	86	119	88	96

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	98	125	97	109

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.37

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	5.80

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute intends to create an ecosystem for innovations and takes initiatives for sharing of knowledge. The institution provides a supportive environment that encourages individuals to explore new ideas and think outside the box. This leads to the development of groundbreaking theories and application in Architectural practice. That is the final goal of the institute towards the development of the discipline. Start-ups on campus is a recent step. Some faculty are already entrepreneurs with their own setups. Faculty pursue their hobbies also as careers; some have interest in Art and hence they have a website, put up shows and flourish their hobby. Another one is a hands-on person crafting toys and games beyond teaching. Her strategic games reflect her Architectural skill.

Each faculty at Aayojan has their own subject of interest within Architecture and or as interdisciplinary connect with other fields. In their process of research, they connect with individuals outside Aayojan for reference. These experts are then invited on campus for student benefit also. Faculty's research leads

them to writing and publishing papers and attending conferences or workshops for their own growth. Some of them also conduct workshops on their subject majors. These are for faculty and or students outside Aayojan also. Overall research interest at the start creates a cyclic reaction of growth for all stakeholders.

There are several awards that are in the field of Architecture. Aayojan encourages their faculty to participate in awards and associated programs. Some awards have been backed by faculty as listed in this document. Our awards are widespread and interdisciplinary, in the fields of poetry, research and others. Faculty has also been acknowledged as best teachers for their subject majors. Aayojan supports and facilitates its faculty to achieve these awards.

There are regular think-tank sessions, where healthy criticism encourages one to improve and achieve further. Ways of teaching, literature to review, films to critique, art to ponder on, new practices to look up at and way ahead in their own research are various things that are discussed under the belt of Architecture. Experts and mentors are invited to rejuvenate the faculty and inspire them towards research and innovation. Institute has become a hub for attracting talented individuals, researchers, and industry partners who seek opportunities for collaboration and engagement.

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

3.2.2

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

Response: 32

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	11	12	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

Growth at student level is going beyond Aayojan campus. Students are made sensitive towards their user while designing, hence they develop sensitivity towards society overall. Being aware and sensitive to the surroundings is a must for students because this is the society in which they are going to practice and to whose development they are going to contribute as architecture professionals. To support the immediate surroundings in a sustainable manner is the main objective of the AAYOJAN. To sensitise student from this perspective we encourage our students to participate in extension activities where they mix with the community, understand the issues, and address them in their own way. We have a separate student council department who is constantly working on this aspect through the year. Students discuss various local issues, find solution, and implement it. Students are encouraged to tackle the situation individually.

To start with our self is the best practice so, throughout the year students participate in activities such as cleanliness drive, alternative use of plastic in architecture etc. Cleaning activity or Swacchata Abhiyaan in the city is carried out by the students as a small step towards a clean environment. Students take this drive on the forts, historical places and create awareness in people for the same.

Student volunteer to help the needy and reach out to whoever they can. Their role is not only of materialistic sharing but of artistic and intellectual development also. For example, they go and paint wall for a community or village that adds flavour to the place. Students and faculty also donate used clothes in good condition. These are collected and distributed by the students to the needy. Many times, students visit orphanage centres to understand their needs. As a social issue students donate books, clothes, grains and sometimes they spend a day conducting small workshops like origami, painting, crafts etc.

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

3.4.2**Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

Recognition for community-based extension activities boosts the morale and motivation of the institute's stakeholders. It also acknowledges their hard work and commitment to serving the community. This provides opportunity for visibility, motivation, networking, advocacy, and fundraising. Architectural profession is not only limited to design and built form but also extends to blend the surrounding landscape and socio-cultural aspect. Aayojan believes in extended co-curricular activities as integrated part of the academics and emphasize student to find out such opportunities at community level. Till now we have not been recognized by any award for the Extension activities done, but we are continuing to sincerely serve the society. In this process awards and government recognitions do play a vital role in promoting the institutes' engagement with community service and student growth, hence Aayojan is looking into recognition aspect also.

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

3.4.3

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	1	1	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute's infrastructural facilities commensurate with the norms laid down by the council of Architecture. Each batch of 40 students is assigned a separate Studio that is approximately 100 sq. m in area and has the necessary furniture and facilities for teaching learning and self-study. Apart from this there is one big Lecture-hall of capacity 100 and a small Audio-Visual Room for 40 students, both equipped with Projector facility.

Computer laboratory with 40 computers and necessary licensed software takes care of the students' computer needs. Apart from this, there are 2 computers provided in the Library for easy access to information. There is a Library that is strategically stacked with books, magazines, and journals. Apart from these main spaces, there is a submission room for central collection of all assignments, printing and photo copying facility, and Workshop for model making equipped with work benches and wood cutting machine. A space is assigned for Material Museum facilitated with material library and an exhibition area where selected work of earlier batches is displayed.

The vibrant interaction space at the centre of the campus is the heart of it. it is unmistakable for anyone and unforgettable once experienced at any event or session. One of our teachers researched on the experience of LIFE in this courtyard and has achieved great results that confirm the courtyard's role in the making of Aayojan as a healthy learning Institute. The School campus has a playground that is used for sports like basketball, cricket, etc. Cultural events are held on the ground which has a built dais/stage for performances.

Apart from this, art workshops are held in an enclosed space / hall that can accommodate 40/50 students at a time. There is also an open-air art court which provides space for interactive informal workshops that grow natural talent.

Aayojan was planned as a residential school to nourish the age old gurukul system. Hence there is residential facility on campus for accommodation of students and faculty. It is isolated, but peaceful and well seated in nature. The food at Aayojan is savoured by all users regular and visiting, it is famous within the Architecture colleges at Pune for its touch of homeliness. Availability of guest rooms and faculty quarters provide accommodation to visitors and experts from around the country. It makes it convenient to interact with students and spend more time on campus. Faculty also avail this facility on regular or temporary basis. It is provided free of charge to encourage student and teacher bonding.

Overall, the infrastructure is self-sustaining and education friendly considering its location amidst the serene landscape of Warawadi, away from the hustle bustle of the city.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 6.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.11	0	5.74	14.63	17.88

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is the heart of a College & Books are treasure of knowledge for any educational institute. It plays a vital role in the education of students from all aspects. Library resources are the key for the growth of educational institution. Aayojan School of Architecture & Design Pune Library aims to support the

teaching & learning activity in the college and also provide students with updated knowledge ensuring optimum utilization of available resources. Our library consists of books and periodicals on a variety of topics and subjects in Architecture.

Library is the hub of academic life of the campus serving students & faculty members for educational, Research & Development purposes. The college has one central Library with a sprawling space of about 1,200 Sq. Ft; with designated areas for different sections, providing the right ambience for reading and reflection. The library has a collection of books, print journals, magazines along with a range of e-collection material including e-journals, Thesis reports, Study tour reports, online databases, CD-ROM collection, etc., which are accessible through the institute's network and Wi-Fi. The library is partially automated using ERP Library Management software. All books in the library have barcode and are linked with software. ERP is a true enterprise-class Integrated Library System with comprehensive functionality including basic and advanced options. It supports full text searching with enhanced catalogue display which can use content from Google and Open Library, amongst others.

The Libraries of the institute have an excellent collection of reference/ textbooks, encyclopaedias & Books related to the field of Architecture (B. Arch. as well as M.Arch.), Fiction & Non-fiction. The Institute also subscribes to a few International & National Journals, Periodicals. Reading room facility is available for the students. The library is updated by adding the latest textbooks, reference books and journals.

Reading space is provide inside the library and there is a separate reading room adjacent to it for private and peaceful reading and working.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

At Aayojan, IT facilities play a crucial role in supporting various aspects of education and professional development for students and faculty. IT facilities at Aayojan provide access to advanced design software, allowing students to create, modify, and visualize architectural designs digitally. Through online platforms, video conferencing, and project management tools, students are encouraged to work

together on design projects, share ideas, and communicate effectively. Our students use computer-aided design tools to create accurate and precise drawings, plans, and models. This reduces errors, enhances efficiency, and promotes a higher level of professionalism in their work. We have a balanced student to computer ratio and updated systems with software like AutoCAD and Autodesk which are useful for the students. Wi-Fi facilities are provided in the college campus for everyone. Accordingly, the set-up at respective areas has helped to boost the Wi-Fi network and is made easily available for everyone. Wi-Fi facility at Aayojan enables access to information, facilitates collaborative learning, supports digital design and visualization, assists in online portfolio development, promotes research and exploration, facilitates collaboration, and provides flexibility and mobility for students and faculty. Thus, IT facilities at Aayojan are important as they support design creativity, enhance efficiency and accuracy, facilitate collaboration, provide access to research and industry resources, and prepare our students for the demands of the architectural profession.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 7.8

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

Response: 40

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.46	1.86	8.17	15.07	5.31

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 27.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
125	142	109	106	80

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 20.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	57	80	92	102

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 41.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	39	52	42	12

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	86	119	88	96

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

5.2.2

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

Response: 38.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	18	27	19	6

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 10

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	0	4	1

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

5.3.2

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

Response: 8.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	6	10	4	8

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

5.4 Alumni Engagement**5.4.1**

There is a registered Alumni Association that contributes significantly to the development of the

institution through financial and/or other support services**Response:**

An Alumni Association plays a crucial role in maintaining a strong connection between the institute and its former students. It serves as a platform for alumni to stay connected with their alma mater and contribute to its growth and development. It provides a valuable network of alumni who have expertise in various fields. The institute leverages this network for collaborations, mentorship programs, guest lectures, and industry partnerships.

The school has an Alumni Association was initiated in 2020, but it was formally being put on paper during 2022 post lockdown. A database of Alumni is maintained with the faculty in charge, who keeps the alumni updated with the events and activities happening in the school. The association also leads to employment and training opportunities for our students and in giving leads for educational Institutes and practices in India and abroad. Alumni also interact with students on the campus on special occasions like the Foundation Day, cultural week etc. as well as are in touch with current students in the online mode. These interactions help our students get exposure to various aspects of the profession in India and abroad. They also get help and guidance for competitive exams, admission procedures for Post graduate courses and an introduction to the work of Offices where our Alumni are employed. Earlier to the formal announcement of the association, the same networking activities were carried out in an informal manner. The school at the moment, does not receive any financial contribution from the Association, but derives a lot of support in informal academic activities. The school intends to expand this association with a view to enrich Academics at both individual as well as Institute level.

Recently the college conducted a convocation ceremony on campus for past 3 batches whose degrees went to them through post due to covid scenario. This occasion brought together many batches filled with zeal and ideas to drive the Alumni Association.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

As per the requirements for establishing Architectural Institutions a Society in name of “Society for Education, Development & Research in Architecture and Art” (SEDRAA) was brought into existence by on 18 May 1998 at Jaipur. Aayojan School of Architecture has its Governing Council under the leadership of Ar. Kiran S. Mahajani. In keeping with the Vision and mission, the Institute is governed by the parent body SEDRAA (Society for Education Development and Research in Architecture & Art) The Management is comprised of Architects and Practicing professionals who can identify, understand, and respond to the needs of both Academics and the Profession. A democratic system is followed where suggestions and inputs from all are sought and discussed. SEDRAA sets the policies and procedures for the functioning of its associated institutes. The Principal at ASAD Pune leads the Institute based on these policies and guidelines. For effective functioning, 2 separate hierarchies are established for Academic and Non-Academic (Administration) activities. Decisions are made and conveyed through group meetings at various levels. The School has an exam Department with a Senior Faculty appointed as CEO to look after the smooth conduct of University exams – both Sessional exams and Viva voce as well as theory papers. The institute engages mentors who are senior professionals and experts in the field. The mentors periodically review teaching-learning progress and make suggestions for improvement.

Vision: To become a pioneer Academic Institute striving for Global Excellence in cohesion with Local Expertise and Wisdom.

Mission: To create a learning environment, driven by research and development that provides equal opportunity to all the stakeholders and establishes a platform to train professionals who are sensitive, technically sound and who will contribute to the development of the profession, Society and the nation at large.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute is run with clearly drafted policies and effective administrative set up. The parent body SEDRAA is at the apex and governs the decision and policy making. The Principal of The School is the next in command. Under him are the Director (Academics) for UG Department and the HOD for PG Department. These two are Academic posts. The Administrative Officer is next in Command for the Administration Department.

Academic Setup: The Heads of four Verticals and the Year Coordinators report to the Director Academics. Batch coordinators work under the Year Coordinators with help and support from Subject Faculty. Each subject team is led by a Senior member and comprised of both Core and Visiting faculty. Subject teachers receive support from students who are elected Class representatives and subject coordinators.

Administrative Set up: The Administrative Officer manages under him the School Admin office as well as the Hostel and Infrastructure department. The Office comprises of Chief Accountant and his assistant, general Office assistant and support staff. Hostel office comprises of Wardens (Boys and girls hostel separate) and house-keeping staff.

Admin Officer and Principal report to the SEDRAA Finance head for Finance related issues and accounts.

The appointments of Admin Staff as well as Teaching staff, service rules and procedures are as per the guidelines of the University (SPPU) and the Central Body (COA).

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

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute believes that people are its biggest resource! The welfare of each stakeholder is carefully curated. Good working environment, fair remuneration as per set norms, and opportunities for growth are made available to both the teaching and non-teaching staff.

Insurance: The Institute makes financial contributions for staff welfare in the form of EPF contributions and a group accident insurance policy.

Higher education support: Faculty members who enrol for further education like Post graduation and PhD are given concessions from their teaching duties and flexibility to complete their work such that they can achieve their personal goals and contribute to the Institute. These individuals are looked up as assets for the institute in the future. With PhD the faculty would run courses and or program under the belt of ASAD. This idea is discussed, and faculty is guided and encouraged towards it.

Leaves: The staff members are also granted long – term leave for personal or health considerations (as may be required) on prior intimation. Aayojan being a small setup is run as a family and hence at times of crisis all support from management is extended to the individuals.

There are teachers from various cultural backgrounds, hence leaves as needed based on various religious nuances are allowed with prior intimation and structuring of teaching duties.

Staff Residence: faculty can also avail residential facilities on request. For faculty who are from out of Pune are allowed staff quarters for longer period. One of our faculty used the facility for more than 3 years and was satisfied with its provisions.

Mentoring: For smooth functioning of the Institute all teachers present their work before their peers and mentors for appraisal. This includes the content of the courses they have taught, the teaching

methodologies employees, samples of students' work and their self-appraisal of the gains of the studio and problems faced, if any. The appraisal is more in the form of constructive criticism which is helpful for the betterment of the teacher as well as the Academic environment. Personal interaction with the mentor and individual appraisal is held once a year where aspects other than academics are also discussed.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 8.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	3	5	1

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

6.3.3

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

Response: 20.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	9	6	3

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	6	6	6

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institutions has strategies for mobilization and optimal utilization of resources and funds. Aayojan is developing plans to identify and acquire resources from various sources such as government funding, grants, donations, partnerships, and revenue-generating activities. There may also be activities that may be resource generating, fundraising campaigns, grant applications, and sponsorship programs. This process is meant to not depend on a single funding source and for a logical and strategical deployment of

the acquired funds.

Consultancy cell for Design or Research projects is one of the major outlets for fundraising. This method will also benefit the faculty growth and student learning. Regardless with any approach for fundraising purpose, growth of faculty and students is kept in mind. No such activity is adopted that may be for mere fundraising and not at all academically fruitful to the stakeholders of the institute. The approach is also kept ethical in terms of dealing and purpose clarity, no activity is taken up that may compromise the institutes' value systems.

The fund coming in are in the name of SEDRAA as the governing body and then distributed to the 2 sister colleges as needed. The deployment of funds from SEDRAA to the head of ASAD is followed up by Admin to plan its usability as guided by the Administration and Academic head.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The internal quality assurance system of an institute plays a crucial role in ensuring and enhancing the quality of teaching, learning processes, and their outcomes. It involves the systematic assessment, monitoring, and improvement of various aspects of the institute's academic activities. At Aayojan it provides a framework for evaluating the effectiveness of instructional methods, curriculum design, assessment strategies, and student support services. By identifying areas for improvement and implementing corrective measures, the system contributes to the overall enhancement of the faculty's teaching and hence the students' learning.

The internal quality assurance system committee establishes standards and benchmarks for teaching and learning processes. It ensures that these processes are consistent across different programs, courses, and faculty members. Mentors are periodically invited to view the functioning and offer feedback for further improvement. Individual interviews with the mentors at regular intervals through the year help bring clarity and vision in faculty's thought process and working. Such interaction and mentoring also help the institute to understand the value of their resource and manner of utilizing the same.

Through offering financial support to faculty for attending development programs, seminars, and conference the system confirms the growth of individuals hence the institute in return. Faculty are trained to adopt student centric methods to improve learning quality. This is guided through their own FDP

attainment and monitored by the periodical reviews with mentors.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: D. Any 1 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Celebration of days in college is a refreshing activity, which boosts the energy of the campus. These co-curricular activities are equally important where students get a chance to organise the event and perform various duties which are very important for team building and personal development. Here students get a good platform to enrich their talent and develop the right attitude towards society.

Our college celebrates cultural days, commemorative days, festivals etc with full energy and enthusiasm. National days such as Independence and Republic Day are celebrated along with some social perspectives. Shiv Jayanti was celebrated with full passion in Aayojan. The theme for the Shiv Jayanti was 'SHIVKALA' which was based on Fort Architecture and Planning. Such commemorative days are considered as a steppingstone to explore architectural history and to connect with surroundings. Aayojan strongly believes in utilising these opportunities in spreading the awareness towards architecture.

Usually students organise camps, workshops to contribute to society. cleanliness drives, plogging drive are some of the initiatives taken on these special days.

We celebrate our annual social gathering AAYOTSAV for a week including JHANKI, the annual exhibition to explain the process of teaching learning at Aayojan through the years. This whole week is flooded with various activities within and outside the campus. Sports days, wall painting, Deepotsav, fun fair and cultural nights are some of the activities that students organize and participate in full spirit. We encourage students for physical fitness through sports week, Euphoria, celebration of Yoga Day. students are motivated to practice for the intercollege sports competitions and accordingly practice throughout the year. Students getting exposure to successfully perform the event and manage the resources in the right ways is the achievement of these celebrations of various days.

Commemorative days also extends into acknowledging Architecture and Art professionals or some important personalities birthdays and or achievement days. Posters are made and awareness is spread about the personality. For that day or week library holds display of books that cover the personality in discussion.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: D. Any 1 of the above

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

7.1.4

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

Response:

The Institute believes in creating an inclusive environment for all irrespective of gender, religion, caste, class and other such factors. Awareness about the environment and sensitization towards the same is also addressed through curriculum and co-curricular activities.

All policies adopted and followed are designed to create equal opportunities for all. All festivals and days of cultural importance are celebrated with equal vigour. Help and support is offered to all irrespective of their background while being sensitive towards individual needs. The Institute realizes the value of such diversities and treats them as a factor that enriches the academic environment. Due care is taken to maintain and encourage this diversity at policy and implementation level.

This responsive approach is also towards the environment, Plantation drives, cleaning streets type of activities are undertaken to bring about awareness. Inclusive design Is another issue that is brought to light. The infrastructure is planned to be inclusive, and students are also encouraged to design with the same mind set. Being Architects, one has to be sensitive towards their user's needs and not discriminate based on any differences. Hence a criterion like this is wholistically addressed at regular level.

Sensitization towards socio-political issues is engrained through studio projects also. Projects are designed to make students cater to issues. In the process of design, site visits are planned where students can in person interact and know more about the issue from the ones affected. Guest lectures also through light on the issue at hand.

Efforts at multiple fronts are taken to address issues and integrate value-based education system since Architectures profession caters to the masses.

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

7.2 Best Practices

7.2.1

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

Response:

1 - Awareness of Avenues in Architecture

Objectives

To create awareness among about the avenues of architecture.

To tell about architecture and its association with the community around.

Context:

Architecture is a part and parcel of our everyday life because we need shelters. Humans have designed their dwelling which was a result of trials and errors of over a thousand years. After a continuous dialogue we realised that students need to know the diverse nature of architecture. We also realised the need to raise this awareness among the locals and learn from the unique surroundings that we are placed in. Students and faculty must realise that architecture may not necessarily be for serving the elite and wealthy but also for serving the community. This practice aligns with our goal of inculcating value-laden education.

Practice:

A two-way model is developed, One where the institute goes ahead and connects with the outside world and does community service on ground. Second where we invite various professionals to the campus and connect with industry.

At periodic intervals, we conduct a major event like ARCASIA or a Workshop with COA where students get a wider exposure.

Evidence of Success

Students love hands-on learning. Credit-based learning for engaging in live projects encourages deserving students to get involved in diverse topics. A healthy competition is induced wherein the students on their own accord get involved in live projects or documentation work. We may not be able to quantify this kind of tacit learning but what we observe is the students' positivity and their sense of belief

in our institute and faculty.

Problems Encountered and Resources Required:

Sourcing the professionals each week was an issue; so, we planned alternate weeks of guest lectures and our faculty taking up a subject close to our heart. Organising a session every week requires a lot of manpower and discipline, all the faculty came together and filled in for each other whenever required for the sessions to be put together. A protocol has now been set for such events.

2- Fostering Freedom of Expression and Trust in Architectural Education

Introduction:

In the field of architectural education, creating an environment of mutual trust and freedom of expression is crucial for the growth and development of students. By encouraging open dialogue and creating a positive studio environment, the objective is to instil a sense of security and foster meaningful interactions among all stakeholders.

Objective

To implement freedom of expression and trust in architectural education.

Establishing mutual trust and belief

Encouraging open sharing of feelings and opinions

Emphasizing dialogue for problem-solving

Fostering a sense of security

Context:

The Institutional system of obedience and hierarchical relationships between teachers and students is once again seen being replaced by student-centric traditional gurukul system. Striking a balance between maintaining respect and becoming a friend to students poses a challenge, but it is essential to cultivate lifelong relationships of mutual respect and happiness. At the institute, student counselling and mentorship are integrated into the teaching-learning process.

Practice

Studio Environment:

Encouraging studio environment and providing opportunity to express. Gradual removal of inhibitions through connection. Provide group studies and outdoor activity opportunity.

Campus Environment:

Faculty awareness: Faculty members are aware of students' strengths and weaknesses, maintaining respectful conversations and addressing concerns through open dialogue. Approachability of faculty is emphasized.

Faculty Involvement in Extracurricular Activities:

Active participation from faculty side is encouraging for students. Student led initiatives are facilitated to give them confidence and independence.

The Tangibles:

Barrier-free seating arrangements inside and outside the studio. Faculty, campus, environment all encourages a human-centric education.

Evidence of Success

By respecting students' sentiments regarding celebrating festivals. Also providing exposure to Cultural Diversity in India through design projects and elective courses. The institute has actively worked to build trust among students by engaging in meaningful conversations and addressing their concerns with empathy. Aayojan has also cultivated a mutually respectful environment that encourages healthy competition, eliminating jealousy and fostering a positive atmosphere. Overall, this evidence demonstrates the success of the institute in promoting cultural diversity, fostering trust, and creating a respectful and inclusive environment for students to thrive.

Problems Encountered and Resources Required

We have encountered problems in mentoring methods, specifically in establishing a connection without invading personal space or being carried away by students. While our intent is right, some faculty struggle with this aspect. To address the issue, we have sought guidance from psychologists to learn effective techniques for encouraging students to open up and communicate. We are currently in a learning phase. Recognizing that some individuals have an intuitive ability for mentoring, others learn from observing them. To address serious issues, having an in-house psychologist would be preferable to ensure proper resolution.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Academic Framework - Implementation of Verticals

At Aayojan, a system of verticals has been implemented that focuses on the key areas of architecture education i.e., Design, Technology, Humanities and Skill Development. By developing a comprehensive outline for each vertical, a progressive learning experience is ensured over the 5 years.

To ensure a well-rounded education, we have developed a detailed outline for each vertical, mapping out the subjects across all years and carefully considering possibilities for integration. This allows us to determine the focus areas for each semester and explore opportunities for horizontal integration, particularly when it comes to implementing knowledge from technical subjects into the realm of design across different semesters. One of the key advantages of this system is that it enables us to introduce additional workshops, seminars, and guest lectures at the most opportune moments.

At the beginning of each semester, we organize academic meetings to formulate the academic documents for that period. These documents serve as a roadmap and outline the goals and objectives for the year. We consider valuable feedback received from the previous year's Batch coordinators and align our objectives with those outlined in the vertical.

Our subject team then engages in a thorough deliberation process to define the objectives of each subject, taking into consideration the objectives of the SPPU syllabus as well. This careful alignment ensures that our curriculum is well-rounded and in line with the standards set by the university. Moreover, this system also allows individual faculty members to implement their expertise and explore their thrust areas, fostering their personal growth as educators.

To monitor the progress and make necessary adjustments, we conduct regular reviews every four weeks. These reviews enable us to stay on track and address any potential issues promptly. This iterative process ensures that we are constantly refining and enhancing the learning experience for our students.

Diversity as a thrust area

Diverse educational backgrounds and individual interests of the faculty enrich the institute's academic delivery and output, offering students a wide range of perspectives and opportunities. The faculty's electives in their areas of interest inspire students to explore new subjects and pursue their passions, enhancing their prospects.

Diversity in Academic Projects and Methodology

Several attempts have been made to raise awareness among architecture students about the integration of their discipline with adjacent realms and how to respond effectively. These include incorporating interdisciplinary coursework, encouraging collaboration with professionals from related fields, organizing workshops and seminars on cross-disciplinary topics, and promoting research that explores the intersections between architecture and other disciplines. By embracing these overlaps and connections, students can enhance their understanding and skills, leading to more holistic and innovative architectural design solutions.

Diverse collaborative activities initiated by School

To foster diversity in the college, it is essential to collaborate with various disciplinary bodies, promoting interaction and encouraging students' expanded learning. By engaging with different fields, the college can create a vibrant environment that exposes students to diverse perspectives, enhancing their educational experiences and preparing them for a dynamic future.

Our relentless pursuit of excellence as an architecture institute centres around research, critical thinking, and experiential learning. Our commitment to continuous dialogue with students ensures their attitudes thrive. The strong bond between students and faculty fosters a supportive environment. Furthermore, our unique surroundings inspire out-of-the-box thinking, leading to innovative sports events and cultural activities.

Mutual trust and respect

We prioritize maintaining a high level of respect in our approach to imparting knowledge in architecture education. This entails fostering continuous one-on-one interaction with students, engaging in design discussions, enhancing skill sets, resolving technical intricacies, and exploring appropriate research methods. We also emphasize demonstrating effective ways of interacting with communities and collaborating with resource persons, as well as seeking permissions for visits to diverse buildings. By upholding respect throughout these interactions, we ensure a nurturing environment that encourages students to thrive and develop into well-rounded architects.

Internal Faculty Development Initiatives

The management at Aayojan, Pune, has fostered an environment of trust and freedom for its faculty. Through conducting workshops and inviting guest speakers and expert educationists, they have demonstrated their commitment to the continuous improvement of teaching and learning methods. This approach has proved invaluable for the faculty, empowering them with new knowledge and skills that have a lasting impact. The management's support and initiatives have created a conducive atmosphere for innovation and professional growth, ensuring that the faculty remains at the forefront of educational practices. This collaborative effort between the management and faculty has yielded fruitful results in the long run.

Student Mentoring System

One-on-one interaction with students plays a crucial role in understanding their nature, allowing for continuous mentoring, and counselling. Faculty employ reliable tools to assess students' learning styles and personalities, while also relying on their personal instincts. By identifying individual strengths, skills, interests, and capabilities, students are encouraged to assume leadership roles in the student council and various clubs. The clubs, including Sketching, Movie, Poetry, and Photography, are entirely student-run. Furthermore, students who require additional academic attention are identified, and flexible learning outcomes are provided, along with mental and academic support. Lastly, students who have not yet discovered their strengths are recognized and empowered through confidence-building measures, starting with small steps.

The Unique Surroundings

Located on the outskirts of Pune, in the serene village of Warawadi, our institution offers a unique learning experience surrounded by the beauty of nature. It provides a conducive environment for holistic

education, rooted in history, inspired by nature, and preparing students for a future in harmony with their surroundings. Here, students are provided with an environment free from the distractions of city life, such as the bustling crowd and constant vehicle honking. The tranquillity allows for focused learning.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- Aayojan is a School of Architecture where teaching and learning are based on andragogy. Here the teacher is not just a knowledge provider, but also a catalyst and facilitator.
- We evaluate students learning abilities and personality types through tested tools of psychology. These help us refine our teaching methodologies.
- Aayojan has encouraged its students to write and publish papers. Student paper publication details are provided under the faculty publication criteria itself.
- We are in the process of publishing a book compilation of Short-listed Thesis projects for a Nationwide competition organised by the Council of Architecture. Various such publications are in the pipeline.
- Outdoor learning and hands-on activities are possible because of the open land available on the campus site. It encourages real-size projects on-site for students and hence fosters first-hand learning. Considering that the campus is so differently located, it gives the users a feeling of belongingness and ownership of their space and campus. Nested within the Environment, the campus encourages an environment-friendly approach.

Concluding Remarks :

Aayojan School of Architecture and Design in Pune is an institute that is specifically dedicated to the field of architecture. It is founded and run by architects who have a deep understanding of the profession and its requirements. The institute aims to create a vibrant learning environment where aspiring architects can flourish and become responsible citizens and successful professionals in the field.

Its location away from the city is its uniqueness. Teachers coming here are passionate and diverse. They indulge in various on and off-campus activity that also encourages students to build on. They also bring an ethical value system to the institute that filters down to the students. Right values help individuals become promising citizens and drive Architects for the nation. The comprehensive curriculum at Aayojan includes curriculum and extra curriculum for holistic development. The teaching-learning process also fosters a bonding of the students with themselves, Architecture, Nature, and the society beyond. This outreach and bonding continue from the fresher to the Alumni of the institute.

By embodying these features and values, Aayojan School of Architecture and Design aims to establish itself as one of the leading architectural schools in the country, producing skilled and socially responsible architects who contribute to the development of the profession and society as a whole.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 102 Answer after DVV Verification: 104</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>71</td> <td>53</td> <td>81</td> <td>104</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>79</td> <td>53</td> <td>81</td> <td>104</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>100</td> <td>100</td> <td>100</td> <td>140</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>100</td> <td>100</td> <td>100</td> <td>140</td> </tr> </tbody> </table> <p>Remark : As per attachment</p>	2021-22	2020-21	2019-20	2018-19	2017-18	24	71	53	81	104	2021-22	2020-21	2019-20	2018-19	2017-18	24	79	53	81	104	2021-22	2020-21	2019-20	2018-19	2017-18	90	100	100	100	140	2021-22	2020-21	2019-20	2018-19	2017-18	90	100	100	100	140
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2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	1	0																														
2021-22	2020-21	2019-20	2018-19	2017-18																																					
0	0	0	1	0																																					

Answer After DVV Verification :

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

Remark : as per the documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	5.80

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification :

Answer After DVV Verification :3

Remark : as per the documents

5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : D. 1 of the above Answer After DVV Verification: B. 3 of the above Remark : as per the documents</p>
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2.Extended Profile Deviations

Extended Profile Deviations
No Deviations