



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AAYOJAN SCHOOL OF ARCHITECTURE

ISI-4 RIICO INSTITUTIONAL BLOCK, GONER ROAD, SITAPURA
302022

www.aayojan.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Making use of a strong architectural tradition and wisdom of the planned city of Jaipur, the Aayojan School of Architecture (ASA) was established in 1999 in Jaipur, Rajasthan. Since then, the institute has developed as a critical cog of India's top architectural education scenario.

Aayojan is promoted and managed by a registered society (SEDRAA - Society for Education Development & Research in Architecture and Art). SEDRAA was established by Architects, Academicians, Educators, and Artists etc. who are devoted and committed to the cause of Architecture, Art and Design.

The school is affiliated with the Rajasthan Technical University awarding Bachelor's Degree (B. Arch) and Master's Degree in Architecture (M. Arch) with specialization in Urban Design and Architecture Conservation, approved by the Council of Architecture (COA), India. Further, the institute also offers a Bachelor's Degree (B. Des.) with affiliation to Vishwakarma Skills University (VSU). With the NEP guidelines, the institute wishes to expand its base, and has plans in place to extend the courses as Diploma in Architecture, Master's in Urban Planning, etc.

Aayojan has first rank in RTU Kota's QIV for last five years and ranked highly in India. Aayojan provides exceptional skills; knowledge and values that help prepare first a holistic individual and thereafter, an Architect and a designer for the modern world of architectural design and the rapidly advancing building & design industry. For this, the institute maintains links with professional bodies like IIA, IIID, ISOLA, CoA, IPA, ISHRAE, ASHRAE, FSI, ICOMOS, INTACH, IGBC, FOCUS, etc.

Approximately 2600 students have graduated since the year 2004 and are currently doing their best towards building a vibrant and progressive country. More than 125 Aayojan alumni have left their mark in the profession at the highest level and have been awarded for their contributions. In addition to practice, approximately 10 to 15 members every year make their way across the country and abroad for higher studies, out of which few have returned to the institution's portals to don the mantle of teaching. Currently, Aayojan Jaipur has strength of 528 students, the future designers who will leave their stamp on the country's skyline.

Vision

To become a pioneer academic institute striving for global excellence in cohesion with local wisdom, a Society in the name of "Society for Education, Development & Research in Architecture and Art" (SEDRAA) was established with the due registration with the Registrar of Co-operative Societies on 18 May 1998 at Jaipur, vide Registration No. 85/Jaipur/1998-99 at Sub- Registrar office, Jaipur- 1st.

The registered body is a charitable society working on a no profit basis with the main objective to spread education through establishing, maintaining, running and developing Architecture, Art and Design institutions of great repute within the state of Rajasthan, India.

GOVERNING COUNCIL:

Aayojan School of Architecture has its Governing Council under the leadership of Ar. Kiran S. Mahajani. The Governing Council normally meets once a year and suggests areas of improvement to the Management. Based on the Agenda of GC, Chairman suitably remarks the advice for the development of the college.

GOVERNANCE:

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. The School intends to appoint an Institutional Vision and Leadership Governing Council made up of experts from various fields including Architects/ Designers, Academicians, Educators, Lawyers, Artists, etc. so that the approach remains well rounded and the Institute grows in the right direction. As of now, the institute engages a number of mentors who are senior professionals and experts in the field involved with all aspects of academics and administration on a regular basis.

The mentors review the various administrative, curricular, co-curricular and extra-curricular policies from time to time and identify the modifications that need to be made to achieve the set objectives. They guide and train the Staff & Faculty through discussions both at group and individual level. All the stakeholders including students, faculty and administrative staff are consulted in the decision-making process at various levels and stages. Different hierarchies and levels of communication and decision making are established and followed diligently.

Mission

To create a learning environment, driven by research and development that provides equal opportunity to all the stakeholders.

SEDRAA 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. A democratic system is followed where suggestions and inputs from all are sought and discussed. The final decisions are the purview of the Management in Consultation with the Principal and Mentors.

INSTITUTIONAL PRACTICES

For smooth functioning and management at Aayojan, participation and decentralization are the key basis of all Institutional Practices – whether Academic or non-academic. Clear hierarchy is established as follows: SEDRAA is at the top of the pyramid, managing 2 Colleges – ASA Jaipur and ASAD Pune. The management of SEDRAA, along with the group of appointed mentors and Principals makes the policy decisions. These are then conveyed to all stakeholders via discussions and interactions. The Principal at ASA, Jaipur leads the Institute based on these policies and guidelines. For effective functioning, 2 separate hierarchies yet coordinating well are established for Academic and Non-Academic (Administration) activities. The administrative staff including Finance Manager, Accountant, assistant accountant, admin assistant, Hostel Wardens and office assistants report to the Administrative Officer who in turn reports to the Principal & Director. A Senior Faculty member is involved with these administrative activities and he/ she is supported by the Administrative Staff in all aspects related to Academic Administration as well as Infrastructure.

Also for Academic Activities a hierarchy is established as follows: Principal & Director, Dean, Year

Coordinators, Class Coordinators, Course coordinators/Teachers and Class representatives, apart from the designated in-charges for various other activities. Decisions are made and conveyed through group meetings at various levels, formally & informally. This hierarchy also helps in the identification and quick redressal of issues and problems related to Academics or otherwise. The School has an exam Department with a Senior Faculty appointed as CoE to look after the smooth conduct of University exams.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Aayojan's goal is to elevate architecture, art, and design to the fore of society, across all societal strata and geographic boundaries, in order to produce architectural luminaries capable of effecting meaningful change at all scales, from the local to the international. Aayojan is aware of the demands of a society that is changing quickly as well as the different kinds of challenges that designers, artists, and architects face in constantly expanding metropolitan and regional areas. Under the slogan "*Aayojan is of the architects, by the architects, and for the architects,*" Aayojan has incredibly talented faculty members with a wealth of academic and professional expertise in a variety of subjects related to architecture, art, and design. Our faculty members are highly motivated, multi-specialized, and self-motivated.

Instead of teaching in a classroom setting, Aayojan emphasizes on-going, interactive learning that fosters critical thinking and exploratory creativity. In addition to the official authorized places, faculty members hold their classes outside, beneath construction sites, in historic buildings, and in locally built structures. Regular teaching practice and universal instruction are both part of the teaching-learning methodology.

Among the architectural colleges connected with RTU-Kota, Aayojan students have demonstrated excellent performance as evidenced by their consistent placement at the top of the university's merit list.

Alumni of Aayojan are well-positioned and have established solid practices not just in India but also in Singapore, the United States, the United Kingdom, and Germany. We at Aayojan are honoured that prominent national and international print publications including Architectural Digest, Inside Outside, JIIA, IA&B, and others have featured several of our alumni. Alumni of Aayojan have received numerous awards and recognition for a range of initiatives from different organizations including FOID & IDAC.

In order to close the gap between practice and academia and to help our students develop their professional ethics and skill sets, Aayojan regularly connects them with alumni.

Aayojan thinks that education should go beyond what the university requires in terms of curriculum, it arranges a number of workshops, seminars, and other learning events during the academic year. This is being done exclusively to give students a comprehensive learning.

Institutional Weakness

The four-acre school facility is located in RIICO Institutional Block, Sitapura on the outskirts, 23-kilometers from the "Walled City" of Jaipur; a UNESCO conferred World Heritage Site, which is a priceless resource for architectural learning as a living and working laboratory. As a result, it occasionally gets tiresome for the fraternity to take advantage as much as they would want. The students find it difficult to participate in co-curricular and extra-curricular activities generally organised after the regular college hours from 8.30 am to

3.30 pm, five days a week.

Aayojan faces financial problems and limitations in terms of both infrastructural upgrades and human resource development because it is a self-financing, grant-free organization. As a result, it finds it constraining to accommodate faculty of great repute and up gradation of physical infrastructure to a truly state of art, smart and IoT based infrastructure. Besides, the RTU operation mechanism is slow and decisions go on halt for a long time.

The institution of Aayojan is aware of the shortage of reputed faculty members with PhD degree in addition to fewer publications in peer-reviewed journals. Nonetheless, it actively encourages its faculty members to work towards their PhDs and personal growth. Many faculty members have enrolled in PhD programs throughout the past five years, and they have also published papers and given presentations at national and international conferences.

Institutional Opportunity

Aayojan School of Architecture seeks to provide a welcoming, inclusive, and varied atmosphere where the Diploma, UG, PG, and PhD curricula keep up with the latest advancements and trends of the New Education Policy 2020.

The curriculum for architectural education is designed in a structural way using inter-disciplinary teaching-learning as a foundation. But if it is not periodically reviewed and queried about how it might be connected to global problems and challenges, as well as ways and means of efficiently delivering high-quality material, it will be ineffective.

With the pandemic backdrop, our curriculum has the chance to be progressively upgraded, developed, and enhanced with respect to relevant topics such social demands, preserving traditional knowledge systems, energy, climate change, and building construction technology. Aayojan seeks to incorporate web-based learning tools and processes for instructors and students. It aims to increase capability and explore interdisciplinary publishing and research. It aims to record and disseminate information regarding historic buildings, neighbourhoods, and related intangible elements.

Additionally, by educating and involving our students, we hope to raise their awareness of their roles and responsibilities in the larger scheme of things. As an institute, Aayojan understands that in order to accomplish these goals, it is essential to develop research skills, learn from historic legacy, and chart a course for the future of architecture and its intentional environmental contribution.

Thus, it actively conducts research in numerous related architectural domains and works to expand our base in important project documentation throughout the state and the nation.

Since its founding, Aayojan has worked with a number of national and international academic institutions, including IIT Bombay, Schools at Paris and Toulouse as well as governmental entities, including the Department of Archaeology, the DST of the Government of Rajasthan, Health department, Police department and Local self-government (Nagar Nigam) and private organisations such as City Palace, etc. to promote this goal. It aims to do this by actively participating in a range of multidisciplinary research projects, publishing, training, and fraternity capacity building apart from architectural & planning consultancy.

Institutional Challenge

Any institution must review its curriculum in sync with changing environment, emerging technologies and advancements, and societal needs and aspirations. Further, the New Education Policy 2020 advocates multidisciplinary, skill based, research oriented, inclusive, transparent and flexible system in Higher Education Institutions (HEI).

Therefore, the challenge for us as an architectural institute is to help students learn in a way that informs and develops their skill set in order to provide solutions to current issues like disasters caused by climate change, ecological and environmental degradation, the preservation of historical buildings and traditional knowledge systems for future generations. It also needs to help students become more aware of and proficient in solving problems related to socioeconomic and cultural demands by using contemporary tools like artificial intelligence, virtual reality, and augmented reality.

In light of the aforementioned, Aayojan must methodically review the curriculum in order to incorporate cutting edge ideas, theories, practices, and concerns in addition to input from outside sources, such as academic experts, professionals, and assessors. This enables educational institutions to help students develop into ethical designers and architects.

The institute's policy is to enhance the students' abilities and develop industry readiness for international exchange programs in order to help them adapt and fit into mainstream practice, both in terms of national and international requirements. By bridging the gap between current and newest knowledge as well as theoretical and applied knowledge and practices, Aayojan must proactively involve them in improving their skill sets and knowledge base in order to achieve this.

To reinforce the 25-year-old physical infrastructure with cutting-edge, contemporary, intelligent, and Internet of Things-based digital infrastructure, the fees must be allowed to be brought at par with market realities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SEDRAA's Aayojan School of Architecture, Jaipur; is a self-financing higher education college affiliated with Rajasthan Technical University (RTU), Kota and Vishwakarma Skill University (VSU), Jaipur and is approved by the CoA and AICTE.

Prof. Kiran S. Mahajani, Principal & Director, has served as Convener since the inception of RTU i.e. for almost 15 years at board of studies (BoS) at the university, apart from 3 years when Prof. N. S. Rathore, Dean-Academics was the Convener. BoS takes care of all issues regarding syllabus formulation, revision, updating and induction of new courses within the undergraduate (Architecture and Planning) and post graduate (Urban Design and Architectural conservation) curriculum.

The course curriculum has five vertical heads: Design, Technology, Skill, Humanities and Research, offering a logical progression under each category. Well-defined course objectives and outcomes form the basis for creating teaching schedules and lesson plans by the faculty. Each course design strikes a balance between

theory, practical application, and design studio experiences. Beyond technical education, Aayojan incorporates value-addition through courses in humanities, arts, professional ethics, environment, and sustainability. These aim to develop technical and soft skills, instill global awareness and sensitization amongst students. Additionally, the curriculum provides elective courses, granting students the flexibility to choose courses based on their interests and aspirations. To enhance communication and transparency, the college employs an ERP system for updating timetables, lesson plans, assignments, attendance, and internal marks.

Aayojan actively seeks feedback from various stakeholders, including students, faculty, alumni and parents. This approach fosters continuous self-evaluation and improvement, leading to responsive curriculums and teaching pedagogies that reflect changing academic scenarios and industry demands.

The college has a strong community outreach approach which has enabled these issues to be transacted in curricular and co-curricular activities offering hands-on experience and active research. In addition to this, Aayojan students are also exposed to six-month field internships as well as take part in exchange programs and institutional collaborative projects within India and abroad.

Teaching-learning and Evaluation

Teaching Learning at Aayojan is student-centric keeping in mind their different backgrounds that enriches the geographical, socio-economic and cultural diversity within the institution. The teaching learning process starts from the counseling that takes place at the time of admission for the benefit of the students and parents. During the Orientation program, students are familiarized with the course, intent, prospects, as well as institutional infrastructure facilities and various support systems.

PLANNING:

Each academic year begins with semester timetable framing, wherein faculty's preferences and expertise are considered before allotting courses and academic calendar wherein all curricular, co-curricular and extra-curricular activities and events are scheduled for the convenience of faculty to plan their course activities and events, apart from providing information to the students. Before classes commence, Academic Review meetings are held to discuss design briefs and construction exercises, their learning objectives, and methodologies.

IMPLEMENTATION AND MONITORING:

The curriculum implementation involves a multilevel system that fosters transparency and efficiency. Regularly upgraded processes facilitate communication and dialogue among various stakeholders, which ensures that the curriculum aligns with the school's vision. Cross-cutting issues such as human values, gender, professional ethics, environment, and sustainability are integrated into core courses, supported by elective courses. The compliance of the same is ensured through class teachers meetings chaired by class coordinators for horizontal coordination and faculty meetings chaired by Dean for vertical coordination.

EVALUATION:

Continuous internal evaluation (CIE) is an essential component of the assessment process. Evaluation criteria and marking schemes for each course are planned at the beginning of semester and shared with the students. CIE includes stage reviews, assignments, mid-term examinations, and the results are shared with students to

maintain transparency and academic standards.

Besides CIE, the Principal and Dean regularly review course progress, attendance, and student performance, based on which, appropriate measures are taken to address any academic deficits. At the end of the session, an Academic audit meeting chaired by the Dean, assesses the achieved learning outcomes, requiring course coordinators to prepare course feedback reports. External experts are invited to evaluate various academic aspects, ensuring that the quality of education aligns with professional practices.

Research, Innovations and Extension

Aayojan values research in design pedagogy thus perseveres to foster research, by developing and fostering a culture through related extension activities' within our fraternity.

Aayojan students are introduced to the research, critical thinking and writing culture via courses like Measured Drawing and Documentation, Research Methodology, Architectural Journalism and Dissertation. Dissertation further aids the final year students in their Design thesis. They can pursue design research further through Design Electives such as Urban Design, Landscape Design, Interior Design, etc. The outcome of this approach has resulted in a number of final year Design thesis projects being awarded at several national and international competitions including CoA constituted NIASA, Thesis Awards for the best Research Thesis and Design Thesis at both Zonal and National level.

The Research & Documentation cell actively compiles and publishes students work via monographs and other media. For instance, measured drawing projects of various structures and precincts across Rajasthan have been displayed at various forums and have been published, recognized and awarded with the CoA constituted NIASA, Documentation of Architectural Heritage Awards.

In order to enhance and develop students' field knowledge and entrepreneurial skill set; social extension ventures and field trips are pedagogically essential and are routinely conducted. This prepares our graduates to perform exemplarily and setup successful independent practices, thus serving the society. Moreover, to fulfil our obligation to society, Aayojan proactively engages in initiatives such as Tree Plantation, Blood Donation camps, Clean your city campaigns, beautification drives and teaching children from nearby rural areas, etc.

Year-round activities such as workshops, seminars with eminent national and international academicians, architects and experts provide our students and faculty with an opportunity to interact and learn from them. Aayojan has MoUs with the government, non-government organizations such as IIA, IID, ISOLA, CoA, IPA, ISHRAE, ASHRAE, FSI, ICOMOS, FOCUS, IGBC, INTACH, etc. wherein Aayojan organizes state, national and international level conferences, and sessions with a focus on capacity building, creating awareness, and addressing current environmental and social issues

Infrastructure and Learning Resources

Aayojan School of Architecture located in the RIICO Institutional Area, Sitapura has a campus that spreads over a land parcel of 4 acres with exposed brick structures. The institution facilitates academic rejuvenation and believes in empowering the faculty and students. In addition to this, the faculties are equipped with a conducive environment for teaching, research, and evaluation tasks.

The needs of UG and PG students are met by a total of 18 studios /classrooms; the capacity of each studio/classroom is 45 students. There are six lecture/seminar rooms with same capacity as studios.

Every lecture hall has a projector and a green board so that the instructors can discuss and explain any topic to students from their course curriculum. A central library has 6365 Volumes and a wide range of international journals and publications with good Wi-Fi connectivity. Students can obtain the needed books as e-books or pdfs through affiliation with e-libraries, such as K-Hub.

Students can conveniently seek any desired thesis for reference from a large collection with easy access to the published thesis provided by the Aayojan e-library. The school has well-equipped labs that allow students to perform hands-on experiments to further strengthen the learning process.

Faculty and staff members have generous workspace with enough lighting and storage facilities and independent access to desktop computers connected to printers to facilitate ICT-enabled teaching and research.

Efforts have been taken to make Aayojan School of Architecture an environment conscious campus through sustainable practices. Services including clean drinking water, bathrooms, solar water heating, solar energy panels, rainwater harvesting and power generators are the steps taken towards making Aayojan a sustainable campus.

For 700+ students, faculty and staff members, Aayojan encourages extra-curricular activities as part of its policy for a holistic self-development. Our students actively participate in various intra and inter-college events held across the state and country and have brought several laurels to the college.

Institute has a multi-purpose hall for 200 persons. Events are also held in the central courtyard known as the Octagon, name driven by the geometry, having 150 seating capacity.

Student Support and Progression

Aayojan believes in empowering its students via education, maintaining trust and transparency by offering several growth opportunities such as workshops, symposiums, conferences etc.

Supporting slow learners through active engagement and counseling, or by encouraging participation in extracurricular activities at national or international level, Aayojan understands importance of taking all together for creating a healthy environment for our students. Aayojan also offers career counseling to the students who are aspiring for higher studies, both abroad and within the country and also, who wish to take up jobs. Besides guidance, Aayojan provide preparatory classes for scholarship examinations such as GATE, etc.

Aayojan undertakes and makes consistent efforts to address grievances and concerns via various committees wherein students also have representation; such as the Aayojan Student's Council, Anti- Ragging Committee, Women Cell, SC, ST, OBC, Minority Committee, reminded about their rights. Student's feedback at the end of every semester is also an important step in formulating the teaching learning practices as well providing them with a conducive and safe environment for forthcoming semesters.

Aayojan Alumni are also actively involved in the academic activities as well as capacity building programs. Such regular interactions help bridge gap between academics and practice and allows us to apprise ourselves of new field developments and trends and upgrade our teaching learning methods.

SCHOLARSHIPS

The B.Arch and B.Des students of our institute are availing benefits from various government organisations like AICTE – Pragati Scholarship Scheme for girl students, Post Matric Scholarship Schemes Minorities CS, Central Sector Scheme of Scholarship for college and university students, etc. and non-governmental organisations present within the institution.

REMEDIAL REVIEWS

Students whose works are not up to the mark is identified based on their performance and attendance throughout the semester, their work is presented and critics are given for improvement. An extension is provided and with the help of concerned faculty members, the students improve upon their work before presenting it to the final external jury. This is done especially in case of Architectural design and Thesis projects. Remedial reviews are also provided to students who face any medical emergency during the semester.

Governance, Leadership and Management

Aayojan School of Architecture has its Governing Council under the leadership of Ar. Kiran S. Mahajani. The Governing Council (GC) normally meets once a year and suggests areas of improvement to the Management. Based on the Agenda of GC, Chairman suitably remarks the advice for the development of the college.

The Institute is governed by the parent body SEDRAA (Society for Education Development and Research in Architecture & Art) as per its vision and mission. The Management is comprised of Architects, Academicians and Practicing professionals, who can identify, understand and respond to the needs of both Academics and the Profession. The School intends to appoint an Institutional Vision And Leadership Governing Council made up of experts from various fields including Architects/Designers, Academicians, Educators, Lawyers, Artists, etc. so that the approach remains well rounded and the Institute grows in the right direction. As of now, the institute engages a number of mentors who are senior professionals and experts in the field involved with all aspects of academics and administration on a regular basis.

The mentors review the various administrative, curricular and co-curricular policies from time to time and identify the modifications that need to be made to achieve the set objectives. They guide and train the Faculty and Staff through discussions at both group and individual level. All the stakeholders including students, faculty and administrative staff are consulted in the decision-making process at various levels and stages. Different hierarchies and levels of communication and decision making are established and followed diligently.

At Aayojan, participation and decentralization are the key basis of all Institutional Practices – whether Academic or non-academic. The administrative staff including Accountant, assistant accountant, admin assistant, Hostel Wardens and office assistants reports to the Administrative Officer who in turn reports to the Principal.

Institutional Values and Best Practices

Aayojan School of Architecture in Jaipur is committed to creating an inclusive environment that fosters tolerance and harmony among its diverse student body and staff. The institution recognizes the importance of

cultural, regional, linguistic, and socio-economic diversity, and actively implements initiatives to promote these values.

The institute proactively works towards bringing students from various backgrounds together and teaches them solidarity, regardless of their ethnicity, ability, and socio-economic condition. This is achieved via various teamwork projects in studio courses that allow for building camaraderie and a sense of community amongst themselves.

The institute via its various committees, such as - Staff Welfare and Grievance Redressal Committee, Anti-Ragging Committee, Women Cell, SC, ST, OBC, Minority Committee, Sexual harassment Committee, and Internal Complaints committee is extremely alert to make the environment and matters inclusive and sensitively addresses all the issues raised by any member of the fraternity. The function is also to spread awareness amongst students and employees about different aspects of physical and mental health and wellbeing.

The institute organizes events and activities celebrating days of national importance, such as Republic Day, Independence Day, etc., wherein the students as well as the employees are informed and reminded about their duties, values, rights and responsibilities towards the nation by the head of institute as well as senior faculty members. Also, guest expert sessions with practicing architects and other eminent speakers from diverse fields are organized to realize the aim of fostering the future generation of architects who are creative, passionate, ethical, honest and sensitive towards societal concerns.

Aayojan represents a strong tradition in architecture education that presents the programmes to its students as a primary humanist discipline, which is reflected in the academic curriculum through courses such as Humanities, Professional Practice and Management, which incorporate topics such as sociology, economics, human behavior, Architect's professional ethics, conduct, duties and responsibilities.

The institute is also unswerving towards providing this holistic value-based architectural education, without being biased towards universal accessibility and social constraints. In addition, keeping with the vision, the institute shows acceptance and appreciation for different ideas, opinions, and learning styles of the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AAYOJAN SCHOOL OF ARCHITECTURE
Address	ISI-4 RIICO Institutional Block, Goner road, Sitapura
City	JAIPUR
State	Rajasthan
Pin	302022
Website	www.aayojan.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kiran S. Mahajani	0141-4681911	9314517709	-	admin@aayojan.edu.in
Professor	Archana Singh Rathore	-	9929698159	-	asr@aayojan.edu.in

Status of the Institution	
Institution Status	Private and 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
Rajasthan	Rajasthan Technical University	View Document
Rajasthan	Vishvakarma Skills University Jaipur	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-06-2024	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	18-09-2023	24	Period of Approval for next two academic year

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Rajasthan Technical University QIV
Date of recognition	24-05-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ISI-4 RIICO Institutional Block, Goner road, Sitapura	Urban	3.37	7955

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,Architecture	60	Senior Secondary with Physics and Mathematics	English	120	74
UG	BDes,Interior Design,Interior Design	48	Senior Secondary	English	30	23
PG	MArch,Architecture,Architectural Conservation	24	B.Arch	English	20	2

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				13				32			
Recruited	3	1	0	4	8	5	0	13	14	12	0	26
Yet to Recruit	3				0				6			

Non-Teaching 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				14
Recruited	13	1	0	14
Yet to Recruit				0

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	6	3	0	8	6	0	26
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	1	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	1	0	4	2	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		7	5	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	38	12	0	0	50
	Female	33	14	0	0	47
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	2	0	0	0	2
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	3	2	3
	Female	1	0	1	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	1
	Others	0	0	0	0
OBC	Male	16	22	12	24
	Female	11	3	3	14
	Others	0	0	0	0
General	Male	34	31	29	42
	Female	36	36	30	55
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		99	95	77	139

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Council of Architecture, the central statutory body, gives broad guidelines for framing a syllabus with enough flexibility to customize the courses within the program. The curriculum heavily emphasizes providing in-depth practical experience, field exposure, practical research, and addressing social and environmental issues. Courses such as arts and crafts, workshop, basic design, vernacular architecture, and urban design expose students to human values and sensitize them towards moral and social responsibility. Professional practice and internship introduce students to the value of professional ethics, fostering a profound sense of professionalism and instilling ethical values. Students</p>
--	---

	<p>have the flexibility to choose courses from professional and trans-disciplinary electives, allowing them to tailor their education according to their interests and career goals.</p>
2. Academic bank of credits (ABC):	<p>The school is affiliated with Rajasthan Technical University, so students are directly registering for ABC ID under RTU as per the circular EXAM-CONDUCT/2023-24/5.216/5769-5776 for creating ABC ID. Students who have enrolled from the 2020 session onwards are required to register for this ID mandatorily.</p>
3. Skill development:	<p>The institute features well-established skill development clubs that actively engage in enhancing students' technical, vocational, and soft abilities. Workshops on voting rights, various issues of building construction, design concepts, and heritage conservation are a few examples of the institute's initiatives to support skill development. School dedicates the entire eighth semester to developing professional knowledge through 14 week internship in an office/firm of Architect registered with CoA.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>To support local heritage and traditional wisdom, Aayojan has set up a Documentation and Heritage Cell with an aim to record the material and the construction systems adopted in historical buildings. Aayojan dedicates the third semester to advancing traditional knowledge systems of buildings. In addition, the institute regularly arranges field trips to historical sites, traditional villages and ongoing construction sites that use local materials and techniques, events that celebrate Indian culture, such as exhibitions, performances and festivals, to increase students' appreciation of their heritage and sessions with experts in IKS, traditional crafts, and architecture.</p>
5. Focus on Outcome based education (OBE):	<p>The institution is striving to create outcomes-based education (OBE), taking into account local, national, and international needs. We align the course outcomes with the program outcomes to achieve the desired results. Every course focuses its objectives on cognitive skills, specifically memory, understanding, application, analysis, evaluation, and creation. The teaching-learning assessment is also based on the above-mentioned aspects. In addition to the domain-specific competencies, learning outcomes across all</p>

	levels also ensure social responsiveness, ethics, and entrepreneurial abilities.
6. Distance education/online education:	The school already uses ICT-enabled teaching and learning procedures. During the COVID-19 pandemic, the school explored several online learning platforms like MS Teams, Google Classrooms, Zoom, and others to enhance the teaching and learning process. There are no barriers to online learning because the entire college campus is Wi-Fi-enabled and has projectors installed in every lecture/seminar hall. In addition, the faculty members are regularly attending workshops, FDP, STTP, and online value-added courses to improve their teaching and learning processes.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, ELC has been functional under ASA Social club from year 2023-24. Prior to that ASA Student Council was taking care of the awareness programs & activities.
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, students' coordinator (Elected from final year) and co-ordinating faculty members (Appointed as Student Affair Incharge) carry out tasks related to ELC. Since 1999, elections for the student council have been held annually. In which the Principal ASA officially signs the ratification of the student council members who have been elected after an electoral process. Objectives: 1. To educate the targeted students about voter registration, electoral process, the right to vote and its importance. 2. To familiarize the targeted students with EVM and VVPAT and to educate them about the robustness of EVM and integrity of the electoral process using various tools.
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,	Seminar on 'Youth Empowerment for Exercising Voting Right' in the Year 2023-24 Aim The aim for the event was to aware young generation of society about their voting rights and changing the scenarios of the current society using their voting power Guest of Honour Commander Yashwant Prakash from PRAYAS(people representation for advancement of youth and society) foundation About the Event A two hours long interactive session was scheduled, for

commercial sex workers, disabled persons, senior citizens, etc.

providing an insight to the students about their voting rights and how their voting power can change the scenerio of the society. The session was addressed by Commander Yashwant Prakash from PRAYAS foundation. It is a registered organization working towards betterment of society by empowering youth. He talked to our students about understanding the importance of their voting rights and to encourage them to actively participate in the democratic process. The session provided valuable insights into the significance of voting and the role that young people play in shaping the future of our society. He even talked about the process of registering oneself for a voter ID card on govt. portals without involving other agents. The session also gave the insight about the rules and regulations to be followed during the campaigning and on the day of election. He also introduced the official govt. application having different functions and information about the parties participating in election and other related informations. Programme and Schedule: Date & time: 20 November, 2023 from 10:30 A M t o 012:30 PM Participants: ASA Students Year: Faculty in-charge: Shubham Prajapati

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

Seminar on 'Constitutional Provisions of Rights, Duties and Responsibilities of Underprivileged Groups of Indian Society' in the year 2019-20 About the Seminar: Advocate Sushil Daga focused on knowledge and study of basic rights and legal responsibilities. He shares his experience and case to the students and show the reality how legal Rights can be used. Aim of the seminar was to develop the sensitivity for the constitutional provision of rights, duties and responsibilities of under privileged groups of india Society. Criteria of selecting the Seminar theme India is potentially rich in human resources. To Harvest the same and make present education system inclusive, th degree of democratisation of higher education of higher education has to be increased to a large extent. Further colleges should become more responsive to the needs and constiaits of the disadvantages social groups. Therefore, the UGC has planned to establish equal Oppturnity centre in college. To oversee the effective implementation of policies and programmes for disadvantaged groups, to provide guidance and counselling with respect to academic, financial, social

	<p>and other matters and to enhance the diversity within the campus, College wants to make their students aware with the legal right and responsibility which should be the part of architectural education. Objectives: To develop awareness in the students towards legal rights and responsibility To make efforts to sensitize the academic community regarding the problems associated with social exclusion as well as aspirations of the marginalised communities. To develop an understanding and to make students sensitise on the problems and benefit of reservation system. Programme and Schedule: Date & time: FRIDAY, January 23, 2020 from 10:30 A M t o 01:00 PM Participants: Academic ,1st Year , Section A,B,C Year: Faculty in- charge: Sonika Sharma</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>More than four hundred students already have their Voter ID enrollment. Counseling of remaining eligible students is under process through above mentioned awareness programs.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
520	560	608	681	681

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: 84

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

2023-24	2022-23	2021-22	2020-21	2019-20
46	46	46	49	53

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
93.52	119.31	119.31	99.41	72.06

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:

Aayojan follows a meticulously designed curriculum for both undergraduate and graduate programmes, governed by RTU, Kota and VSU, Jaipur.

The curriculum has five vertical heads: **Design, Technology, Skill, Humanities and Research**, offering a logical progression under each category. Well-defined course objectives and outcomes form the basis for creating teaching schedules and lesson plans by the faculty. Each course design strikes a balance between theory, practical application, and studio experiences. To enrich students' practical exposure; primary case studies, field visits, educational tours, workshops, seminars, and industry experts' interactions are incorporated. The design courses are a significant part of the curriculum, emphasizing thematic learning with increasing project complexity and scale from the first year to final year level.

Planning:

Each academic year begins with semester timetable framing, wherein faculty's preferences and expertise are considered before allotting courses. The Academic activities are organised as per the academic calendar wherein all curricular, co-curricular and extra-curricular activities and events are scheduled for the convenience of faculty to plan their course activities and ensure alignment with the teaching hours, course syllabi, and RTU, Kota's academic calendar, apart from providing information to the students. Before classes begin, Academic Review meetings chaired by the Dean are held to discuss design briefs and construction exercises, their learning objectives, and methodologies during zero week. At the end of the session, an Academic audit meeting chaired by the Dean assesses the achieved learning outcomes, requiring subject coordinators to prepare course feedback reports.

Implementation & Monitoring:

The curriculum implementation involves a multilevel system that fosters transparency and efficiency. Regularly upgraded processes facilitate communication and dialogue among various stakeholders and ensures that the curriculum aligns with the school's vision. To ensure compliance of the curriculum and issues related to parity and load rationalization, etc. all activities are monitored through class teachers meetings chaired by class coordinators for horizontal coordination and faculty meetings chaired by the Dean for vertical coordination.

Evaluation:

Continuous internal evaluation (CIE) is an essential component of the assessment process. Evaluation criteria and marking schemes for each course are planned at the beginning of the semester and shared with the students. CIE includes stage reviews, assignments, mid-term examinations, and the results are shared with students to maintain transparency and academic standards.

In addition to the CIE, the Principal and Dean frequently assess course progress, attendance, and student performance, implementing necessary actions to address academic deficits. External experts are invited to evaluate academic aspects, ensuring educational quality aligns with professional standards.

To enhance communication and transparency, the college employs an ERP system for updating timetables, lesson plans, assignments, attendance, and internal marks. Furthermore, Aayojan actively seeks feedback from various stakeholders, including students, faculty, alumni and parents. This approach fosters continuous self-evaluation and improvement, leading to a responsive curriculum and teaching pedagogies that reflect changing academic scenarios and industry demands.

Overall, Aayojan's well-structured curriculum planning and implementation strategies enable the delivery of state-of-the-art education, nurturing competent and socially conscious architects and designers ready to make a positive impact on the world.

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: 6

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

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: 12.92

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	127	110	0	147

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:

Dynamic nature of Architecture education encompasses varied issues in its core curriculum structure, to prepare students for “real-life challenges”. Pedagogy followed is a combination of theoretical concepts, coupled with various design exercises, carefully drafted so that students thoughtfully consider various

factors while addressing the prevalent needs of society. The design process takes into account considerations like climate change, socio-cultural and economic aspects, in order to propose sustainable solutions which withstand the test of time.

Therefore, the teaching-learning focus at Aayojan is to sensitize students to the needs along these dimensions and instil values and provide skills that meet the requirements of local context, changing environment and answer global issues. With this in perspective, the institute tries to imbibe the aforementioned set of values via courses and programs in the five-year curriculum; as mentioned below:

In the first three years, courses like Ecology & Built Environment, Computer Applications, Climatology, Humanities, Measured Drawing & Documentation and Digital Design, etc. are taught.

These impart knowledge in different areas required in the modern world while equipping students with the skill-set needed to initiate Design Exercises based on various themes in each semester. In addition, the mandatory Educational trip to places across India and abroad, allows the students to enhance their skill-set and knowledge base and apply the learning of the field trip on their design projects.

Fourth and final year students have courses like Universal Design, Architectural Journalism, Professional Practice, Sustainable Architecture and Disaster Resistant Architecture, etc. These build critical thinking, professional ethics, and social responsibility while offering a broad perspective on career choices that students can make post their graduation.

All these courses conducted, have well-defined objectives, learning outcomes, prerequisites and assessment scheme, to enhance students' knowledge and skills. Moreover, the impetus is on principles of empathy, awareness, secularism, equity w.r.t. complex socio-economic issues like gender equity, climate-change, and universal design. We have MoUs with key institutions such as ENSA Toulouse, IIA, IIID, ISOLA, CoA, IPA, ISHRAE, ASHRAE, FSI, ICOMOS, FOCUS, IGBC, INTACH, etc. to foster these qualities. The institution promotes engagement between the students, these organizations and notable persons of eminence from diverse fields. Our students have worked on projects such as a Water Studio on Rain Water Harvesting systems of– *Bundi* and *Tilonia* workshop' enabling building of strong sensitivity and professional ethics among the students.

Various experts from fields as well as alumni are invited to offer insights and give a preview of the current trends and sustainability issues and share their knowledge and experiences via workshops, seminars. Few initiatives undertaken by the institute to enrich and sensitize students are as listed:

1. Educational trip - Jammu Srinagar (December 2023), Nepal (June 2023), Chandigarh-Manali (June 22), Kerala (December 2019), Somnath, Diu, Gir & Ahmedabad (December 2018)
2. AICTE Mission Amrit Sarovar (2022)
3. International Workshop on Rain Water Harvesting–Bundi Water Studio (2020)- with ENSA Toulouse
4. Knowledge Dissemination Week (2020),
5. Tilonia Workshop (2019)

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 91.92

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

Response: 478

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: 65.83

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

2023-24	2022-23	2021-22	2020-21	2019-20
99	95	77	139	143

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
170	190	160	160	160

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](#)

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: 28.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
29	28	18	42	32

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

2023-24	2022-23	2021-22	2020-21	2019-20
108	121	101	101	101

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: 11.3

2.3 Teaching- Learning Process

2.3.1

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

Response:

Aayojan houses qualified and experienced faculty, continuously striving for innovation and professional development besides deploying variety of instructional methods for holistic and practical teaching-learning.

Problem-solving Based Learning:

To foster critical thinking, students are involved in problem-solving based learning. Assignments and Projects are formulated to promote comprehensive understanding of theoretical concepts, current issues besides practical applications in sessional and practical courses. Students are sensitized to provide innovative, contextual and user-friendly solutions for course assignments like Architectural, Interior and Landscape Design, Building Materials and Construction, Settlement planning, etc.

Final year students, for one whole year undertake integrated Dissertation and Thesis and find creative solutions to the real-world problems and challenges.

All assignments whether individual or in group focus on independent and peer-based learning.

Experiential & Participative Learning:

Aayojan faculty plans teaching-learning pedagogy for holistic learning while reducing the academic-industry gap for students. As routine teaching-learning strategies; site visits, educational and field trips, software and construction workshops/ training programs for students are organised. Moreover, distinguished course experts and practitioners, eminent personalities from across multiple disciplines of national and international importance are also invited. Besides these, Participative learning above is facilitated via classroom brainstorming activities, debates, presentations, cognitive mapping, plays, skits, or film making.

The guiding principle behind such endeavours is to link theory with practice, and new skill-set development and industry readiness.

ICT tools & E-Resources based Teaching:

IT based learning systems are favoured besides conventional methods given their role in the design education to develop students' advanced cognitive ability and enhancing active learning. As the e-learning mode is a method of machine and internet enabled transfer of skill, knowledge, applications and processes; the institution facilitates modern and upgraded infrastructure. To be at par with the current

digital era oriented learning, Aayojan offers original software applications, several e-books and e-journal, films and documentaries to the students which foster self-paced advanced learning. The institution has also subscribed to many such e-resources available for both faculties and students.

For skill up-gradation, national agencies such as NDL, NPTEL, ATAL, SWAYAM, etc. courses are regularly taken up by the faculties and students. To promote e-learning, faculties and students are encouraged to participate in national and international webinars by CoA, IIA, ITPI, ICOMOS, UN-Habitat, IITs, etc. Furthermore, webinars conducted by notable industry corporations such as UltraTech Cement, Tata Tiscon and NZED, etc. are also attended. Aayojan also organizes interactive webinars and e-workshops to facilitate e-learning for both students and faculty. We also encourage participation in students' oriented courses and webinars conducted by organisations like ETHOS, IIA, INTACH, focusing on the current issues, emerging technological advancements and market trends which are attended on a regular basis and aligned with classroom teaching.

IT offers myriad ways to update and upgrade both students and teachers with all the major ongoing research and innovations going around the world, in a very interactive manner. At the same time, it allows them to stay abreast with current market trends and developments. They help the institution's fraternity to acquire skills in a competitive manner.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

<p>2.4.1</p> <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 86.33</p>
--

<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p>				
2023-24	2022-23	2021-22	2020-21	2019-20
51	59	56	56	56

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

<p>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)

Response: 67.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
35	34	29	31	33

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 adheres to the RTU, Kota prescribed guidelines and modalities for conducting the internal/ external assessment. However, in the last decade, we have incorporated several changes in the internal evaluation mode based on the changes brought forth in the country as well as architecture academia.

At the beginning of each academic session for each semester, Dean provides a calendar in tune with the calendar of RTU, Kota and is published on institute's notice boards. The document clearly mentions major dates for commencement of mid-term and end-term examination and is flexible to accommodate any unforeseen changes which too are announced timely to the students.

The entire RTU, Kota curriculum is divided in a progressive set of seven courses per semester for UG program, with two broad categories:

Course Category	Numbers per semester	Continuous Internal Assessment In Percentage	End Assessment In Percentage	External
Theory	3	20 %	80 %	
Sessional & Practical	4	60%	40 %	

Keeping in mind the above, the Aayojan's Internal Quality Assurance Cell (IQAC) has outlined how CIA and EEA will be carried out to ensure efficiency, transparency and fairness. It also focuses on quality and quantity of assignments' formulation to achieve desired course and programme objectives.

CIA includes regular assessment of progress of work through scheduled reviews, test, pen-paper and viva voice exams, seminars, workshops and quizzes. CIA also provides an opportunity to improve students' regularity and participation in studio exercises as marks are awarded for each completed stage of project / assignment. Students who miss the review of project/assignments due to ill health, any genuine problem, extra-curricular activities, and participation for intra-college events are allowed to give the review/submission on an alternate date. Addressing grievances, revisiting and taking time-bound actions to modify teaching strategies if the students are facing difficulties and as a result are not performing well.

CIA for Course	CIA%	Mid-Term Exam	Assignment Assessment %	Assignment No.
Theory	20	10%	10%	2 - 4
Sessional & Practical	60	10%	50%	1.- 6

Also, as policy, across the board, projects/ assignments are carefully curated so that the knowledge gained in the previous semesters is linked with the core course of Architectural Design.

For theory courses, the impetus is on to not only test the knowledge base of the students but also peer learning and critical thinking. Hence, courses like Acoustics and Illumination; Services (M.E.P.), etc. students via their assignments provide solutions or prepare layouts for their concurrent or previous design studio project.

Whereas the sessional courses such as Architectural Design, Building Materials & Construction, Interior Design, Landscape Design, etc. are used to foster creativity and out-of-the-box thinking via different assignments (group as well individual) and mentoring, as well as building public speaking skills of students, for which group projects and individual presentations are made part of them.

As a sample, the evaluation details of both CIA and EEA of the Dissertation & Thesis Seminar and Architectural Design courses have been uploaded as an attachment

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:

Aayojan has clearly outlined its POs and COs for both UG and PG programs, in tune with the institute's Vision and Mission. Thus, we strive to ensure that they emphasize the expanse of the courses.

We provide ample opportunities and flexibility to students via multiple teaching- learning modes, problem-solving experience with extensive practical/ hands-on, real-life, collaborative research projects and structured industry internships. COs and details of all the courses of all programs are published on the website and are readily available to the students and their guardians. In addition, every Orientation program for the first-year undergraduate and postgraduate students, the POs & COs, as well as broad curriculum objective, are explained.

B. Arch., M. Arch. & B.Des.

POs upon the successful completion of B. Arch level has been formulated as per the vision and mission, and is aimed at equipping students with ability and skill set under broad verticals. For instance, there are five verticals of B. Arch PSOs, namely: Design, Technology, Skills, Humanities and Research.

Following effective pedagogic strategies, the faculty articulates the assignments in line with the POs and COs at the beginning of the session. To achieve intended learning outcomes, and to improve the quality of teaching, the institution regularly organizes workshops, expert talks for the faculty members and an orientation program is also organized for newly appointed faculty members.

For each core or elective, theory or sessional & practical course as well as short term programs, workshops or seminars that are regularly organized, by the college, learning outcomes are translated into a uniquely detailed set of learning objectives for each course. All of these are linked with each other in a progressive manner and with the broad POs, thus enabling students to develop their understanding and subsequently build their life-long learning process.

The published COs of each course is highlighted and is further discussed with regards to possible career options open to students after its completion. The same is further augmented through their interaction with teachers and invited alumnae. Alumni members interact with the students at various events and meetings such as workshops, seminars, etc. At these events, they share how the different courses over the span of five years of education has shaped their interests and careers and thus help students appreciate the program. Not only the students, the faculty too is able to take advantage of these interactions as they gather feedback and are able to revise the curriculum with regards to current developments thus making

the program up to date.

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:

Every year, RTU examination results display exemplary performance of Aayojan College students who largely occupy the top meritorious positions. This gives the institution to persevere harder to maintain and surpass the benchmark that has been set over the years.

Attainment of POs

The program prescribes CIA, midterm and end of the semester examinations (written, sessional and viva voice) as a formal and direct assessment of the same. In line with this, each course's assessment via CIA comprises of periodic evaluation to attain the COs and POs. This constitutes of design projects and assignments, internal stage-wise reviews, written examination, report writing, and other topic specific assignments besides the end term viva voice and theory exam conducted by the university. The academic calendar and project/assignment briefs detailing schedule of reviews/submissions is also provided to the students at the beginning of each semester.

Students are also assessed during the term to ensure that the objectives set out for the specific course are being achieved and undertake timely interventions or revisions to be done if any.

Assessment tools

S. No.	Tools	Attainment Type	Details
1	Reviews (CIA)	Direct	For practical and sessional courses such as Architectural Design, Interior Design, Landscape Design, Working Drawing, Settlement Planning, Dissertation and Thesis, deliverables, evaluation

			criteria, timeline and presentation formats are provided to the students for each review stage.
2	Assignments (CIA)	Direct	For practical and sessional courses other than the mentioned above, assignments are given either individually or in group in report writing, essay, analytical illustrations, and digital presentations, etc. format.
3	Midterm exams (CIA)	Direct	Questions are framed covering the syllabus covered and as per the levels prescribed in Bloom's Taxonomy, for mapping the students' understanding and progression for the specific course and its application.
4	Theory Examination (EEA)	Direct	Questions are framed covering the entire syllabus and as per the levels prescribed in Bloom's Taxonomy, for mapping the students' understanding and progression for the specific course and its application.
5	Viva voice exam (EEA)	Direct	Sessional & Practical courses are assessed for students' understanding and comprehension by an external examiner.
6	Feedback	Indirect	From Students, Faculty, External Examiners, Experts, Alumni and Parents.

The institute at the end of every academic year tracks how the students have fared in each course and combined with the feedback, incorporates measures in the subsequent year to achieve the desired outcomes. This acquired data is both quantitative and qualitative in nature which is then discussed and analyzed in Academic Audits. This is done in order to identify the challenge areas which are addressed

while formulating teaching-learning strategies in the forthcoming semester and refining/upgrading curriculum and associated pedagogies.

Further, to track the UG and PG program outcomes, the institute also maintains an alumni database, wherein periodic updating is performed for information on their academic progression (PG, PhD, etc.), current employment, awards, achievements and other endeavours.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 95.77

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

2023-24	2022-23	2021-22	2020-21	2019-20
109	116	122	133	132

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

2023-24	2022-23	2021-22	2020-21	2019-20
117	121	131	136	134

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.4

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: 115.53

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)

2023-24	2022-23	2021-22	2020-21	2019-20
50.87	6.36	4.9	53	0.4

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:

Aayojan thrives within an ecosystem that nurtures innovation and upholds the Indian Knowledge System (IKS) principles. This encompassing environment extends its influence via initiatives, each serving as a creation, knowledge and technology transfer conduit. The evidence of these endeavours is not just tangible but profound.

At the heart of this ecosystem lies a robust framework for raising awareness about Intellectual Property Rights (IPR). Recognizing the IPR's pivotal role in fostering creativity and protecting intellectual assets, Aayojan has diligently established the Aayojan Centre of Excellence (ACE). This cell serves as a vital hub which promotes IPR among students and faculty and facilitates the protection of original ideas and innovations.

ACE promotes interdisciplinary research and innovation in key areas of architectural education

and provides leadership, best practices, research, support and teachers' training in various sectors. The literal meaning of a Centre of Excellence is "A place where the highest standards are maintained". It is a skilling ecosystem envisioned to be a one-stop resource centre, established/ working in partnership with Industry to raise training standards, boost productivity, address emerging skill gaps and align training and Research with Industry needs. ACE also strives to devise and implement a model to promote heritage-related curriculum and promotion of heritage assets of historic and indigenous sites, which strengthens our effort to protect and safeguard our rich cultural and natural heritage.

A testament to Aayojan's commitment to fostering innovation is incubation know-how through ACE which stands as a nurturing ground for nascent ideas, a platform for budding innovators to transform their concepts into tangible solutions. Here, creativity is cultivated, and innovative projects are incubated, laying the foundation for a culture of transformative ideas.

The outcomes of these initiatives reverberate through the institution's fabric, in various tangible manifestations. Research and documentation efforts take center stage, encapsulating the essence of Aayojan's commitment to knowledge dissemination. The work extends beyond the confines of its institution's walls, in form of publication of students' work through monographs and other media. Notably, the measured drawing projects, meticulously undertaken across diverse heritage sites and precincts, have been showcased in exhibitions and lauded by the CoA constituted Documentation of Heritage Awards, a testimony to Aayojan's dedication to scholarly pursuits.

Aayojan's engagement with the digital landscape has further amplified its impact. The institute's foray into webinars and online Faculty Development Programs (FDPs) underscores its progressive approach in leveraging technology for knowledge dissemination. Collaborative ventures with esteemed organizations like the DRONAH Foundation, INTACH, NNJH, Department of Art & Culture, Rajasthan and Augtraveler have culminated in ground-breaking initiatives such as the UNESCO recognized *Chowkri Modi Khana* walk app. This remarkable achievement serves as a beacon of innovation and digital exploration, firmly positioning Aayojan as a trailblazer in the architectural education realm.

To embrace the ever-evolving technological landscape, Aayojan has strategically ventured into the realm of augmented and virtual reality (AR/VR). In collaboration with Augtraveler, the institute is harnessing AR/VR technology to bring heritage sites to life, enhancing the experiential learning journey and reinforcing the institution's commitment to immersive education.

File Description	Document
Upload 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: 21

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	5	1	2	5

File Description	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: 0.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	1	0	0

File Description	Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2
Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years
Response: 0.15

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	5	4	2	2

File Description	Document
Institutional data in the prescribed format	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:

Aayojan, as an institute, understands the crucial role of an architect and an individual in community building. Hence, social outreach activities are integral to teaching-learning architecture. From early on, our students are exposed and engaged in social initiatives and are sensitized towards the challenges of a diverse society like ours. Activities are part of regular academic pedagogy such as design or construction studios, theory and sessional courses like humanities, urban conservation and architectural journalism. These instil a sense of social responsibility and students are encouraged to volunteer during their vacation breaks.

Our students are made aware about their human and constitutional rights, gender sensitivity, environmental concerns, health and well-being, for which experts from respective disciplines are invited to the institute from time to time. Few of these programs include Legal Rights of Women in India and Women empowerment, IPR, Rights of Citizens camp; awareness on NRC camp, Constitutional Amendment act, etc.

The institute also inculcates various social issues as part of architectural studios and encourages students to take part in various competitions, symposiums and events, at the regional, national or city level. As such, our students have been part of socio-cultural initiatives like design and construction program at Barefoot College Tilonia, Art installation at Paediatric Neurosurgery Ward and Retrofitting the residences of PWD's being treated at S.M.S. Hospital Jaipur, Revitalizing Public Square in the Jaipur walled city, fondly called by the locals as 'Aayojan Chowk'.

Since its inception, the institute has also actively participated in social and community welfare activities like Blood donation and Health awareness camp; Yoga campaigns, Neighbourhood cleanliness drives, Tree plantation events, Skits and community plays (*nukkad nataks*) and Street Shows, etc. to raise awareness for various social issues amongst the local citizens. These events have always witnessed enthusiastic participation from our students, faculty and non-teaching staff.

Aayojan Student body is also proactive and keeps organizing periodic events wherein they interact with children from surrounding villages, and coordinate and execute programs like facilitating fun based learning of Basic Science, English and Math; painting, paper crafts related activities, etc.; organize events on National events such as Independence Day, Children’s day to raise awareness amongst the children.

Aayojan Students’ council and Student clubs also facilitates debates and extempore such as on World Women’s Day and other events wherein the entire institutional fraternity donates in various formats and is then provided to various NGOs, orphanages and organizations in need. Besides these events, as a policy, Aayojan also tries to formulate our academic projects and pre-design studies to include interaction with society, users and physical mapping of the identified sites. Such projects further augment the student’s comprehension of different stakeholders, their aspirations, issues, and relationships with their surroundings. They are also able to analyse the impact of various social, cultural, economic and political factors on the built environment and how inclusive design solutions can be crafted with this understanding. Apart from the semester design projects, we also encourage final-year students to take up social design-oriented thesis projects.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Aayojan’s journey of excellence and recognition is a testament to the dedication and innovation demonstrated by the institute’s fraternity. Over the years, we have been awarded and recognized, thus representing milestones in the pursuit of architectural brilliance and creative ingenuity.

For the years 2023, 2022, 2020, 2019 and 2018, our students’ capstone project have been recognized through COA National Award for Excellence in Architectural Thesis, highlighting Aayojan’s talent in creating impactful and contextually relevant designs. Our students’ thesis projects underscore the organization's commitment to sustainable and community-oriented design as well as showcase the ability of our students to address complex ecological and urban challenges.

The last two years, 2023 and 2022 marked a remarkable achievement when our students received both the COA NIASA best Thesis award & Documentation of Heritage Award. Previously in 2019, Aayojan had received COA-Documentation of Heritage Award for the Built Heritage and Natural Water System of Jaipur and Amber.

These prestigious awards not only acknowledge the organization's architectural prowess and pushing the boundaries of innovation, but also celebrate our dedication to preserving heritage, and architectural storytelling

In the year 2023, Aayojan received a significant recognition from the IIID JRC Management Committee. This recognition underscores the exceptional contributions made by the organization to the field of architecture, highlighting its commitment to excellence.

A distinguished honour was also bestowed upon us in 2022 when we were invited to participate as part of the "Grand Stand Jury" for ACE Reflect 2022 in Jaipur. This invitation reflects the organization's status as a thought leader and influencer in the architectural community. The year 2022 witnessed Aayojan's achieving victory in the Art Installation competition organized by IIA, Rajasthan. This triumph highlights the organization's multidimensional creative abilities that extend beyond traditional architectural boundaries.

These achievements merely scratch the surface of our institute's impressive list of accolades. Each award is a reference to the organization's dedication to architectural excellence, innovative design, and meaningful contributions to the field.

Aayojan students have displayed exemplary performance amongst the affiliated architecture colleges with RTU, Kota, by consistently securing top positions in the university's merit list.

Aayojan actively participated in the Rajasthan State Conference Jaipur (CWEI) in the year 2021, showcasing its commitment to engaging with the cultural community and contributing to meaningful discussions. In 2020, Aayojan took part in the State Conference on Intellectual Property Rights (IPR) and International Women's Day. This participation highlights the organization's dedication to knowledge sharing and promoting important societal values.

These are just a few examples of the many awards and recognitions that our humble institute has received over the years. Each accolade is a testament to the organization's unwavering commitment to architectural excellence, innovative design, and meaningful contributions to the field. As Aayojan continues its journey, it undoubtedly serves as an inspiration to the architectural community and beyond.

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: 16

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	0	2	3	5

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

<p>3.5.1</p> <p><i>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.</i></p> <p>Response: 32</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	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

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:

Physical infrastructure and cultural activities in the Institution.

In order to impart quality education in architecture and design, the institution understands the role of quality infrastructure. The Aayojan School of Architecture has a campus that spreads over a land of 4 acres with exposed brick structures in the RIICO Institutional Area, Sitapura. The institution facilitates academic rejuvenation and believes in empowering the faculty and students. In addition to this, the faculties are equipped with a conducive environment for teaching, research and evaluation tasks. The following resources ensure that the teaching-learning process runs smoothly:

The needs of UG and PG students are met by a total of 18 classrooms/studios, capacity of each classroom/studio is 45 students.

1. 6 Lecture/seminar rooms having a projector and a green board so that instructors can discuss and explain any topic to students from their course.
2. A central library with 6365 volumes and a wide range of international journals and publications with good Wi-Fi connectivity.
3. Students can obtain the needed books as e-books or pdfs, affiliation with E-libraries, such as K-Hub.
4. Students can conveniently seek any desired thesis for reference from a large collection, easy access to the published thesis provided by the Aayojan e-library. Well-equipped labs that allow students to perform hands-on experiments to further the learning process.
5. Faculty and staff members have generous workspace with enough lighting and storage facilities and independent access to desktop computers connected to printers to facilitate ICT-enabled teaching and research.

Efforts have been taken to make Aayojan School of Architecture an environment conscious campus through sustainable practices. Services including clean drinking water, bathrooms, solar water heating, solar energy panels, rainwater harvesting and power generators are the steps taken towards making

Aayojan a sustainable campus.

For 700+ students, faculty and staff members, Aayojan encourages extra-curricular activities as part of its policy for a holistic self-development. Our students actively participate in various intra and inter-college events held across the state and country and have brought several laurels to the college.

For Students Association activities, faculty members are assigned the role of advisor. Further, each society has a faculty advisor and student representative who plans and executes the events of their society. To facilitate the, curricular, co-curricular and extra-curricular activities the Institute has a multipurpose hall for 200 persons. Events are also held in the central courtyard known as the Octagon, name driven by the geometry, has 150 seating capacity.

There are a total of 4 lawns in the college campus. The front lawn, one of the largest, requiring large gatherings like convocation and cultural events to accommodate 700 people. The remaining lawns are used for many social and cultural activities such as Independence Day celebration, musical performances, dance performances, drama and skits, etc.

Apart from indoor sporting facilities like table tennis, chess, carom, etc. Aayojan features separate courts for handball, volleyball, basketball, etc. The college has a student activity area and a well-equipped gymnasium.

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

4.1.2

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

Response: 8.91

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

2023-24	2022-23	2021-22	2020-21	2019-20
21.8	2.35	5.68	0.20	14.83

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:

The library is well equipped with space, furniture and resource material for students and faculties of all programmes offered at the institute to benefit from. It has a total collection of

- Volumes: 6365
- National Journals (including e-journals): 10
- International journals (including e-journals)/ Magazines: 4
- E-resources: K-Hub
- Newspapers: Hindi: 2, English: 1

Library has a separate reading space on the entrance floor, having a sitting capacity of 30 people, for reading print magazines, journals, newspapers, etc. This section also has storage space for keeping bags for students, faculty and visitors and sitting space for Librarian and his assistant for carrying out their respective duties like issuing books, maintaining library record, etc. Library is under CCTV surveillance that helps to monitor activities in the library.

The library also has a separate section in the basement accessed by a staircase, for a large collection of books including text books and Reference books arranged in separate sections for different programs offered at the school at UG and PG level. The section also has four desktop computers, equipped with internet facilities to access e-resources such as K-Hub.

It also has another separate section on the first floor where the thesis and dissertation reports of a large number of UG and PG students are kept for reference of the current students, faculty and visitors. Over and above the library is also visited by a large number of students from other colleges within and outside the city as well as foreign students pursuing UG, PG and Masters Programmes.

The library has Integrated Learning Management System (ILMS) software named as IFW ERP, version 2.0.

At the beginning of the academic year orientation programs are conducted for the fresher on the use of the library resources.

The library development is done by an advisory committee. It has an experienced and knowledgeable library staff. Books, journals and magazines etc. are purchased in consultation with staff members, under the supervision of the library advisory committee.

Chairman	Principal
Faculty In-Charge	Professor/Associate Professor
Member Secretary	Librarian
	Ms/ Mr
PG Students 'Representative	
UG Students 'Representative	Ms/ Mr

File Description	Document
Upload 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:

Understanding the importance of the internet for students and faculty, a high-speed Wi-Fi internet network is available 24X7 by Bangon inc. (M/S Udyan Enterprises Pvt. Ltd) which supports both the internet and intranet network for the entire campus. The whole campus is also under CCTV surveillance, with cameras provided in all classrooms, lecture halls, examinations rooms, administration and common areas of the hostel, playgrounds, parking area and canteen, virtually covering the entire institute. The surveillance system can be remotely accessed to view recordings and store fifteen days of data on the campus.

IT Service Management

Institute has an MOU with Bangon

(M/S Udyan Enterprises Pvt. Ltd) for providing Internet to the campus users. To take care of daily user issues an IT Professional is appointed to handle complaints and manage the network at the campus.

Information Security:

The purpose of the policy is to minimize risks associated with internet and email services and defines controls against the threats of unauthorized access, theft of information and malicious disruption of services. To mitigate such threats, G-Suite from Google is activated for all users and is managed from time to time for access and writer controls. The institute has an ERP server installed at campus protected using specific software with capable handling of intrusion detection and prevention, filtering of content, applications and spam, detection and filtering of antivirus and malware.

Network Security:

The network has Security, Core, Distribution and Access layers. The users are segregated into different categories and each has different access rights. This is achieved by dividing the entire network into different logical networks and access to these is then controlled by implementing the desired access policy made by the institute and managed by Bangon.

Risk Management:

The entire student, faculty, staff and administrative records are stored in the servers placed in the admin office backed up on cloud servers every 24 Hours. The Server is provided with all the critical infrastructure components like provision for power backup, fire alarm etc.

Software Asset Management:

The institute has registered with AUTODESK for providing software support to the computer lab for all Autodesk products for Drawing, modelling and BIM. The software purchased for computer labs and offices is maintained by the computer lab staff. The institute has agreements with major software vendors such as Microsoft, Autodesk, Graphisoft, etc to provide a licensed copy of software and productivity tools to the institute.

Open-Source Resources:

To reduce the dependence on proprietary software and tools, we strongly promote open source software,

tools and applications. Institute uses these open sources for supporting computer-assisted teaching, learning, design.

Green Computing:

Most of the administrative activities pertaining to faculty, staff and students are handled through the ERP servers. All the notices are circulated through emails. The e-mail confirmation is allowed and is preferred over the printed letters, to reduce paper consumption. The power reduction is managed by replacing the older devices with newer devices requiring less power for instance replacement of CRT monitors with LCD monitors.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 10.83

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

Response: 48

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	View Document

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: 20.79

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)

2023-24	2022-23	2021-22	2020-21	2019-20
20.877	25.444	20.022	13.405	24.948

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: 3.61

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	23	22	29	18

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](#)

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

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: 2.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	22	14	22	14

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 55.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	9	32	68	76

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

2023-24	2022-23	2021-22	2020-21	2019-20
52	52	59	86	112

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

5.2.2

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

Response: 22.5

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.)

2023-24	2022-23	2021-22	2020-21	2019-20
6	11	9	9	1

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: 19

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	1	3	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 6.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	11	2	2	5

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:

The Aayojan Alumni Association (AAA) Society is an integral continuation of the relationship of the students with their alma mater. The AAA has been functioning since 2011 as a nodal agency for maintaining liaison with Alumni all over the world and to involve them with the development of the Institute. AAA strives to give distinct thrust to the activities related to Alumni and to connect and engage students, alumni, friends and well-wishers for a long time relationship with Aayojan.

Role of AAA

The role of AAA is to plan, implement and promote alumni programs that support the Aayojan's strategic initiatives and to establish and build relationships with a wide range of alumni. It serves as the single point of contact for alumni & Institute for all matters related to alumni affairs and to educate graduating students about alumni benefits and engage them in various programs.

It focuses on the development of alumni support to the continuing development of the Institute's academic, research, and off-campus programs, expansion and renewal of its facilities, and providing scholarships and financial aid to students through annual fundraising campaigns. AAA organizes various educational and entertainment programmes by instituting lectures and public events.

All former faculty members and Alumni are invited to all formal functions of the college. An annual event is a welcome party organized by AAA for induction of the outgoing batch into the association. Various other industry interactions and lectures are also supported by alumni. Over the years, Alumni members have also contributed by donating various study materials such as books, reports, etc. to the institute library.

As soon as a student begins their architecture journey at the institute, every student becomes a member of the Aayojan Family. In order to achieve this, the student of the outgoing batch pays a life membership charges along with filling up a form of AAA in their final year.

A special event known as 'Aayojan X Talks' is held annually during the sports and cultural week with the sole purpose of allowing the students to engage with the distinguished alumni members and learn about their contributions and accomplishments in a variety of fields, both inside and outside of architecture, allowing the former students to share their industry experiences with the students which enable them to gear up with the competitive world.

The school utilizes the intellectual inputs of its alumni working in the academic or professional fields to enrich the curriculum and enhance the quality of curriculum implementation by organizing special lectures as per the academic calendar, as examiners for various practical and sessional courses, evaluations of projects, invites speakers during the orientation programs, seminars, and chairpersons in the panel discussion.

Students are hired as well as placed as interns in firms, industry, for various projects, etc. and are supported by the alumni.

The alumni association can be joined via Facebook page and the official website for the same is https://www.facebook.com/groups/724968087554107/?locale=ca_ES .

File Description	Document
Upload 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:

Vision: To become a pioneer academic institute striving for global excellence in cohesion with local wisdom

The institute is committed towards providing a holistic value-based art, architecture and design education in an equitable environment to all young women and men who are rewarded on the basis of intellect, hard work and merit instead of their backgrounds. Its commitment is to create conscious individuals who are assets for the society and prepared to serve humanity by providing design solutions for the challenges of the present as well as the future. It is dedicated to becoming an institute of regional as well as national repute with international recognitions where architecture and design pedagogy is continuously revisited to offer knowledge that is at par with latest developments yet understands the importance of history of human civilization.

Mission: To create a learning environment driven by research and development that provides equal opportunity to all the stakeholders

SEDRAA 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. A democratic system is followed where suggestions and inputs from all are sought and discussed. The final decisions are the purview of the Management in Consultation with the Principal and Mentors.

Objective: To spread education through establishing, maintaining, running, and developing architecture, art, and design institutions of great repute in India and abroad

Governance:

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. The School intends to appoint an Institutional Vision And Leadership Governing Council made up of experts from various fields including Architects/Designers, Academicians, Educators, Lawyers, Artists, etc. so that the approach remains well rounded and the Institute grows in the right direction. As of now, the institute engages a number of mentors who are senior professionals and experts in the field who are involved with all aspects of academics and administration on a regular basis.

The mentors review the various administrative, curricular, co-curricular and extra-curricular policies

from time to time and identify the modifications that need to be made to achieve the set objectives. They guide and train the Staff & Faculty through discussions both at group and individual level. All the stakeholders including students, faculty and administrative staff are consulted in the decision-making process at various levels and stages. Different hierarchies and levels of communication and decision making are established and followed diligently.

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:

Institutional Perspective Plan

Vision: To become a pioneer academic institute striving for global excellence in cohesion with local wisdom

Mission: To create a learning environment driven by research and development that provides equal opportunity to all the stakeholders

Objective: To spread education through establishing, maintaining, running, and developing architecture, art, and design institutions of great repute in India and abroad

Implementation Strategies: Institutional Vision and Leadership Governing Council made up of experts from various fields, including architects/designers, academicians, educators, lawyers, artists, etc., so that the approach remains well rounded and the Institute grows in the right direction. As of now, the institute engages a number of mentors who are senior professionals and experts in the field who are involved with all aspects of academics and administration.

Performance Indicators: The mentors review the various curricular, co-curricular and extra-curricular policies from time to time and identify the modifications that need to be made to achieve the set objectives. They guide and train the faculty through discussions at both group and individual level. All the stakeholders, including students, faculty, and administrative staff, are consulted in the decision-making process at various levels and stages. Different hierarchies and levels of communication and decision-making are established and followed diligently.

Effective Functioning of Institutional Bodies:

Clear Roles and Responsibilities: Smooth functioning and management of an institute depend upon the participation of all stakeholders. At Aayojan, participation and decentralization are the key basis of all institutional practices, whether academic or non-academic.

Efficient Decision-Making: The management of SEDRAA, along with the group of appointed mentors and principals, makes the policy decisions. These are then conveyed to all stakeholders via discussions and interactions.

Accountability: The principal leads the institute based on these policies and guidelines. For effective functioning, two separate hierarchies are established for academic and non-academic (administration) activities. The administrative staff, including the accountant, assistant accountant, admin assistant, hostel wardens, and office assistants, reports to the administrative officer, who in turn reports to the principal.

Collaboration: A senior faculty member is involved in these administrative activities, and he/she supports the administrative officer in all aspects related to academic administration as well as infrastructure. Also for Academic Activities a hierarchy is established as follows: Principal & Director, Dean, Year Coordinators, Class Coordinators, Course coordinators/Teachers and Class representatives, apart from the designated in-charges for various other activities. Decisions are made and conveyed through group meetings at various levels, formally & informally. This hierarchy also helps in the identification and quick redressal of issues and problems related to Academics or otherwise. The School has an exam Department with a Senior Faculty appointed as CoE to look after the smooth conduct of University exams.

Efficient Administrative Structure: The organogram facilitates smooth operations.

Fair and Transparent Appointments: Hiring processes are unbiased and merit-based in the presence of a COA representative.

Clear Service Rules: Employee rights and responsibilities are well-defined in the Aayojan Service Rule Handbook.

Standardized Procedures: Operational processes are documented and followed consistently.

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: A. All of the above

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

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:

Aayojan firmly believes that true strength of any institution lies with their faculty and staff. Hence, we strive to foster an intellectual culture by investing in the betterment of our teaching faculty and non-teaching staff.

The institute provides all of its employees (teaching and non-teaching) with Travel Allowances, Provident Fund and accidental insurance by contributing INR 29,246 for each. This ensures accidental death benefit of INR 1, 00, 000 to all the faculty and staff working with Aayojan.

Leaves

Each staff member is provided with casual, sick and emergency leaves to all and maternity leaves to the female staff members. All the faculty and staff utilize most of these facilities annually as per the eligibility and guidelines of the institute. Sabbatical Leave is provided to the teaching staff that goes in pursuit of higher degree (Masters or PhD) and paid leaves for attending seminars, conferences, workshops, FDP's, etc.

The school provides printing & photocopying of papers for administrative or academic use such as class hand-outs, Teaching schedules, monthly attendance records, etc. All teaching and non-teaching staff is

provided with tea/ coffee from the canteen every day and snacks/lunch as per need during external viva voice exams, seminars, workshops, FDP's, etc. All these expenses are borne by the institute and the amount incurred is about INR 1, 00,000 annually.

Aayojan has been continuously working hard towards creating infrastructure to carry out research work and engage in research projects for both its students and faculty members. The institute easily grants permissions and funds or reimburses the expenses of its faculty presenting and attending in any seminars, conferences, workshops and FDP, etc. for their quality enhancement.

The school regularly contributes INR 1, 20, 000 towards the teachers training program (TTP) organized by Council of Architecture (CoA).

Engagement with eminent academicians and industry expert talks and seminars are regularly organized by the institute and are attended by all the teachers of the college. The topics are broad and varied covering a number of important areas such as teaching learning pedagogy, skill up gradation, etc. They are encouraged to present, publish research work, hold exhibitions (photography, paintings, sculptures, installations etc.) and voluntarily involve in social work carried out by the institution.

Furthermore, interdisciplinary lectures among all faculty and staff members for promoting co-operation, sharing of knowledge and innovations, mental health, self-development are also organized. Faculty and staff are also encouraged for various sports and fitness activities at the campus.

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: 8.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	10	6	0	0

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

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: 25.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	22	12	8	7

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	7

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

In order to meet the challenging demands of setting up an institution, and mobilizing funds for several activities, trustees of SEDRAA have applied for project loans to various financial institutes along with initial corpus deposited by each individual member. Hence, the Institute now has in place a strong financial system and a qualified finance team headed by Chief Finance Officer (CFO). The school accounts department prepares an annual budget estimate in consultation with UG & PG coordinators, the Principal & Director, and Governing body. This Finance Committee and the Aayojan leadership ensure legal compliances and strict adherence to the Rules and Regulations of the university. For major expenses, approval from Governing body is taken after a recommendation from the faculty committee.

The majority of the finances are covered from the students' fees as approved annually by the state government's 'Fees Regulating' authority. Fee receipts and other resources are planned to be utilized rather judiciously by the Executive Council on the advice of the Finance Committee.

To provide best quality facilities to Aayojan Fraternity, the institute understands the need for growing financial need for augmentation and development of the same. The institute is seeking loans from various sources and is capable of paying instalments. Loans from PNB & Bank of Punjab in the initial years followed by Axis Bank Ltd. Currently, HDFC has been providing project loans and overdraft facilities to meet out recurring day-to-day expenses at ASA. The trustees, on regular basis also contributed to the shortfall in expenses as and when required as hand loan.

Understanding that Aayojan is a self-financed, no-grant institution, we have a strong annual planning and budgeting process. A detailed process is in place for preparing annual budgets and tracking actual expenditure w.r.t. budgets. As of today, the institute has a very stable policy of running its day-to-day activities on a self-sustaining basis and carrying out all developmental activities. All the investment is measured for cost-benefit analysis and return on investment and financial practices are benchmarked against best practices. For optimum utilization of funds, all approvals are in sync with the respective academic session's perspective plan.

For any purchase as provided by the concerned head/in-charge, quotations are invited from various suppliers, are evaluated and a comparative statement is prepared for selecting suppliers with the lowest quote. These are then negotiated to arrive at suitable prices without compromising the product quality and are followed by order placements by the office. Furthermore, funds are also reserved and allocated for the maintenance and development of physical infrastructure, wherein design and supervision charges are minimal; given that it is mostly in-house.

Moreover, as per the performance appraisal system refer to section 6.3.5, salary appraisal is done for the teaching staff, which is purely merit-based.

In addition, the Institute is always on the lookout for government schemes that are aligned to its development plans and pursues them proactively. In the year 2023, the college was provided funds to conduct field survey for SAHP, Jaipur and many more government projects.

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:

IQAC at Aayojan School has made a substantial contribution to the institutionalization of quality assurance strategies and processes within the institution, driving incremental improvement across a wide range of activities in two years. Aayojan places a high priority on inclusivity, guaranteeing the hearing and consideration of all voices—students, faculty, and external stakeholders—in the decision-making processes. Transparency is another cornerstone, with clear, open communication and decision-making processes that build trust and accountability within the institution. The strategy also emphasizes equitable stakeholder contributions, ensuring that every stakeholder group has a fair and meaningful role in shaping the institution's direction. Additionally, the institution conducts regular quality audits to assess and enhance the academic and administrative processes, ensuring they align with its quality benchmarks.

Academic review meticulously aligns the curriculum and syllabus with industry standards and regulatory requirements, ensuring the programs remain relevant and rigorous. We regularly evaluate the teaching-learning process to evaluate the effectiveness of teaching methods, learning outcomes, and innovative practices. This evaluation aids in pinpointing areas where we can enhance teaching strategies to improve student learning experiences. Another critical area of review is student performance, with a focus on examination results, pass rates, and student progression. This analysis helps identify trends and areas where students may need additional support to achieve their academic goals. We closely monitor research and development, assessing research output, publications, and ongoing projects. This focus on research fosters a culture of inquiry and innovation among faculty and students alike. We actively pursue industry collaboration, focusing on analyzing internships, industry projects, and partnerships with external stakeholders. These collaborations provide students with practical learning opportunities and ensure that the curriculum remains aligned with industry needs. We also evaluate student support systems to make sure that academic counselling, mentoring, and other support mechanisms effectively guide students through their academic journey. One of IQAC's key areas of focus is achieving course outcomes (CO) and program outcomes (PO) through an outcome-based education framework. By aligning the educational programs with the desired learning outcomes, this approach equips students with the necessary skills and knowledge to succeed in their careers. Furthermore, the institution participates in

outreach and reach-out activities, extending its influence and impact beyond the campus through community engagement, industry partnerships, and professional networks.

On the administrative side, we regularly review infrastructure to ensure that facilities, laboratories, studios, and classrooms are well-maintained and meet the needs of the academic programs. We assess the availability and accessibility of library resources to provide students and faculty with the necessary materials for effective learning and research. Faculty and staff management is another area of focus, with evaluations of recruitment processes, professional development opportunities, and workload distribution. These evaluations help optimize faculty and staff performance and satisfaction. Finally, we rigorously review compliance and documentation to ensure adherence to regulatory requirements, such as accreditation, certifications, and approvals. This diligent approach to quality assurance and review ensures that Aayojan School remains a leader in delivering high-quality education and administrative excellence.

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: A. Any 4 or more of the above

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

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:

Measures initiated by the Institution for the promotion of gender equity

Aayojan School of architecture has always been committed to promote gender equity through its actions, policies and ethos. Since inception, we have been committed towards providing a safe and nurturing academic environment to our students and a conducive workplace for all our employees, despite their gender and backgrounds. Aayojan encourages female students to actively participate in all the co-curricular and extracurricular activities organised within and outside the campus.

At institute level “Counselling Cell” is constituted with a sole aim to ensure overall wellbeing of each student of Aayojan. A successful practice of Mentor- Mentee interaction has been adopted to provide a continuous support to each student, so that he or she may share their issues and concerns to the respected Mentor in order to find appropriate solutions.

Aayojan also has a dedicated women’s Cell that is extremely alert to matters pertaining to any kind of harassment (verbal or physical) and sensitively addresses all the issues related to gender discrimination or harassment. The cell regularly organizes workshops as well as seminars addressing the legal rights and measures against street, workplace or other types of harassment.

During the orientation program, students are made aware of the Code of the Conduct (published on the college website), various protocols and of actions that will be taken in accordance to the laws if any prohibitory activities occur. An Anti-ragging committee is also constituted every year as per the university guidelines. The entire campus provides all the students a safe, comfortable and non-discriminating environment during the entire course of their education. During the education tours, Measured drawing & documentation studio site works, field visits or any other site visits, as an institutional policy at least one female teacher accompanies the students.

In the last five years, various institutional initiatives have been taken to celebrate and organize national and international commemorative days, events, and festivals. Every year, International Women’s Day is celebrated on March 8th to recognize the social, economic, cultural, and political achievements of women. Guest lectures and workshops are organized to empower women, and various women-related themes and topics are taken up for discussion and debates during cultural events and student club activities.

The institution has also made significant investments in infrastructure to support female students. This

includes the establishment of well-equipped women's hostels, and dedicated common rooms equipped with hygiene facilities, further enhancing safety and comfort. To ensure a safe and supportive environment, institutions have implemented several measures. Security is a top priority, with 24/7 campus security and CCTV surveillance in place.

In conclusion, the initiatives taken over the last five years reflect a commitment to promoting gender equity within educational institutions. By integrating gender sensitization into the curriculum, enhancing co-curricular activities, and providing adequate facilities for women Aayojan is creating a more inclusive and supportive environment for all students. This holistic approach not only addresses immediate concerns but also lays the groundwork for a more equitable society in the future.

File Description	Document
Upload 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: A. All 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:

India is a vast and culturally rich country with many languages, religions and ethnic diversities, as well as being the mother of the world's largest democracy. Respecting the same national and democratic values, Aayojan School of Architecture in Jaipur is committed to creating an inclusive environment that fosters tolerance and harmony among its diverse student body and staff. The institution recognizes the importance of cultural, regional, linguistic, and socio-economic diversity, and actively implements initiatives to promote these values.

The institute proactively works towards bringing students from various backgrounds together and teaches them solidarity, regardless of their ethnicity, ability, and socio-economic condition. This is achieved via various teamwork projects in studio courses that allow for building camaraderie and a sense of community amongst themselves.

The institute via its various committees, such as - Staff Welfare and Grievance Redressal Committee, Anti- Ragging Committee, Women Cell, SC, ST, OBC, Minority Committee, Sexual harassment Committee, and Internal Complaints committee is extremely alert to make the environment and matters inclusive and sensitively addresses all the issues raised by any member of the fraternity. The function is also to spread awareness amongst students and employees about different aspects of physical and mental health and wellbeing.

The institute organizes events and activities celebrating days of national importance, such as Republic

Day, Independence Day, etc., wherein the students as well as the employees are informed and reminded about their duties, values, rights and responsibilities towards the nation by the head of institute as well as senior faculty members. Also, guest expert sessions with practicing architects and other eminent speakers from diverse fields are organized to realize the aim of fostering the future generation of architects who are creative, passionate, ethical, honest and sensitive towards societal concerns.

Aayojan represents a strong tradition in architecture education that presents the programmes to its students as a primary humanist discipline, which is reflected in the academic curriculum through courses such as Humanities, Professional Practice and Management, which incorporate topics such as sociology, economics, human behavior, Architect’s professional ethics, conduct, duties and responsibilities, etc.

The institute is also unswerving towards providing this holistic value-based architectural education, without being biased towards universal accessibility and social constraints. In addition, keeping with the vision, the institute shows acceptance and appreciation for different ideas, opinions, and learning styles of the students.

The institute has been involved in various academic research & documentation projects and workshops focusing on urban planning and architecture since its inception. At Aayojan, the study and inclusion of various cultures, communities, socio-economic groups is necessary and providing secular and inclusive solutions is a norm.

Efforts made over the last two decades clearly indicate that through its comprehensive approach, the Aayojan School of Architecture cultivates an inclusive environment that celebrates diversity and promotes harmony. By preparing students to be socially responsible and culturally aware, Aayojan contributes to the development of a more inclusive society.

File Description	Document
Upload 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. Documentation and Heritage Cell

Objectives:

- 1.To promote awareness about architectural heritage, styles and construction systems prevalent across different regions of Rajasthan.

- 2.To develop data bank of heritage in the form of physical and digital documentation.
- 3.To facilitate the students and professionals to innovatively adopt the knowledge into the modern building practices.

Practice:

One of the major initiatives undertaken by the School was establishment of Documentation and Heritage Cell, under which, as part of the academic course of Measured Drawing & Documentation, students along with the faculty, document the architectural heritage of the chosen historical sites across the state in the form of drawings and associated aspects such as building material and construction systems. The methodology of the entire process is framed in a manner to promote on-site & hands-on learning rather than limiting the education to studios and lectures.

Apart from the core course of Measured Drawing and Documentation, the institute offers elective courses such as History of Architecture of Rajasthan, Vernacular Architecture of Rajasthan, Arts and Crafts of Rajasthan & Urban Conservation which introduces the students to various aspects of Heritage. The school has recently introduced new Master's programme in Architectural Conservation in year 2023.

Evidence of Success:

Since its inception, the Institution has documented over 55 historic sites and settlements. The institute has also participated and awarded in several Heritage & Documentation Awards at national level.

Problems:

- 1.On-site issues such as inaccessibility due to remote location and condition of structure and permission due to multiple stakeholders' involvement.
- 2.Digitizing the old manually documented sheets for archival
- 3.Continuously sourcing projects is a difficult task to manage

2. Industry Engagement & Outreach Activities**Objective:**

- 1.To facilitate educational philosophy that establishes a link between academics and practice.
- 2.To inculcate professional ethics and a sense of responsibility of students towards the society.

Practice

The academic curriculum is designed in a manner to allow students and the faculty to be engaged with industry experts or work on social or research and documentation projects for specific durations, in each semester. Few of such regularly followed steps are Expert lectures, workshops and seminars, knowledge series and Review sessions for the ongoing projects in the Architectural Design courses and Thesis.

Evidence of Success

Aayojan established in 1999, has expanded from 80 students to 140 students’ intake per batch and is continuing successfully since then. Positive feedback from invited experts, staff, students, faculty and parents. MoUs with over 10 major public, private and professional organizations at both national and international levels is an evidence to its success. Over the years we have been acknowledged by ULBs, state government ministries and departments as well as NGOs for active involvement and contribution.

Problems

- It is difficult both from a management and resource point of view to organise events and activities regularly, with all institutions and organizations.
- Striking a balance between academics and outreach activities requiring a lot of time, resources and effort on part of both faculty and students.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Aayojan School of Architecture, located in Jaipur, India, has established itself as a prominent institution in architectural education since its inception in 1999, the school focuses on fostering a holistic educational environment that nurtures creativity, innovation, and leadership among its students. Right from its inception, Aayojan School of Architecture, Jaipur is well known for providing freedom, liberty, opportunity, and intellectual stimuli to all stakeholders for attempting their architectural pursuits. At the core, Aayojan believes in fostering exceptional skills, knowledge, and values that help prepare an

Architect for the modern world of architectural design and the rapidly advancing building industry.

Aayojan is unique in being promoted and managed by a registered society - SEDRAA, which stands for Society for Education Development & Research in Architecture and Art, composed mainly of Architects. Aayojan School of Architecture emphasizes a curriculum that integrates sustainable practices within architectural design. Aayojan intends to remain rooted in the rich regional built and cultural heritage while being open and ready for exposure to international best practices. The institute believes in sharing its achievements for the larger good and intends to pursue this cause. Aayojan has responded to the rich heritage in Rajasthan by creating a heritage bank to increase awareness of the built heritage. The aim of this bank is to create a document for every building or precinct in the form of a monograph, consisting of a brief history of the building or precinct as well as a complete set of drawings for each building.

Some of the distinctive practices that Aayojan follows to foster quality education in the field of architecture and design are as follows:

Documentation and Heritage cell:

The historic planned city of Jaipur, in the exotic landscapes of Rajasthan, provides a strong architectural legacy and wisdom, based on which Documentation and Heritage Cell was established in the year 2011 at Aayojan School of Architecture. The cell is an archive of the well documented heritage structures like forts, palaces, Havelis, step wells, fort wall, tanks and historic precincts, etc.

Strong industry connects for Practical Exposure

Aayojan School of Architecture places significant importance on practical exposure to students. This is achieved through:

1. **Active Building Construction Industry Interface:** technical representatives from the industry interact with students and make them aware of recent developments and trends in the building and construction field.
2. **Social Outreach Projects:** our students and faculty are regularly involved in such projects aimed at using their architectural prowess to intervene in disadvantaged communities or areas.
3. **Workshops and Seminars:** Regular workshops conducted by industry experts focus on topics such as renewable energy systems, sustainable urban planning, and eco-friendly construction techniques, etc. Technical sessions by speakers from academics and industry, hands-on practical workshops (digital tools as well as construction practices), and seminars are organized to facilitate interaction between industry and academia.
4. **Educational Trips:** The school organizes educational trips to notable sustainable architecture projects and eco-friendly construction sites. Such experiences allow students to witness real-world applications of their theoretical knowledge and understand the challenges and solutions in sustainable design.

Research and Development

Research plays a crucial role in Aayojan's approach towards architectural pedagogy. The institution encourages faculty and students to engage in research projects that address local and global issues pertaining to design and the environment. This includes:

1. **Collaborations with NGOs and Government Bodies:** Aayojan collaborates with various organizations to conduct research on sustainable practices tailored to the Indian context. These partnerships enhance the relevance and applicability of research findings.
2. **Student-Led Initiatives:** Students are motivated to undertake projects that contribute to sustainable development in their communities. This not only enriches their learning experience but also instils a sense of social responsibility.
3. **Community Engagement:** Aayojan School of Architecture actively engages with the local community to promote sustainable practices.
4. **Outreach Programs:** The school conducts outreach programs aimed at educating the community about sustainable living and building practices. These initiatives often involve workshops, seminars, and hands-on training sessions.
5. **Design Competitions:** Aayojan encourages students to participate in national and international design competitions that challenge students to propose creative and sustainable solutions for local issues, such as heritage conservation, adaptive reuse, waste management, water conservation, and energy efficiency. These competitions foster innovation and encourage students to think critically about their designs' environmental impact.

Achievements and Recognition

The performance of Aayojan School of Architecture in the realm of architectural education has garnered recognition both nationally and internationally. The school has produced numerous graduates, who have gone on to make significant contributions in the field, including:

1. **Innovative Projects:** Alumni have been involved in designing award-winning architectural and interior projects that prioritize environmental stewardship. IIA National Award, AIDAC Intelligence Series Award, FOAID are some of the prestigious awards won by Aayojan Alumni.
2. **Research Contributions:** Faculty and students have published research papers in reputable journals, contributing to the broader discourse on architecture & design.
3. **Awards and Accolades:** Here at Aayojan students are encouraged to strive for excellence. Some notable student awards include the NIASA Thesis Award, NIASA Documentation & Heritage Award, and ANDC.

MoUs with various organizations:

The institute has signed MoUs with various organizations such as ENSA Toulouse, IIA, IIID, ISOLA, CoA, IPA, ISHRAE, ASHRAE, FSI, ICOMOS, FOCUS, IGBC, INTACH, etc. This allows for collaborative research projects, exchange programs, seminars and conference, etc.

The school has large no. of collaborations with various national & international professional institutions, such as ENSA Toulouse School of Architecture, one of the largest French government universities

Beyond the international visibility it provides, this membership also reflects the school's desire to make its specific assets part of the university landscape, to bring its research approach to the scientific community, to offer its students a variety of teaching paths and to give them and their teachers access to quality communal services: "welcome desk", teacher training, documentary services, IT services, etc.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institute is now offering a four-year B.Des program in Interior Design starting in the academic year 2022–2023. The program is associated with Vishwakarma Skill University (VSU), Jaipur. The CoA and Rajasthan Technical University-Kota have authorized the institute's M.Arch. in Conservation program, which is being offered starting in the 2023–2024 academic year.

The AICTE & ITPI, India and Rajasthan Technical University-Kota have authorized the institute's M.Plan. in Urban Planning program, which is being offered starting in the 2024–2025 academic year.

Aayojan as an institute has always believed in imparting education which prepares the future professionals for the challenges of the industry. Henceforth to achieve the same we seek and continue to collaborate with a number of agencies. The organizations include national colleges, government organizations and international setups and educational institutes. We have been working with the following:

1. Government of Rajasthan(GoR), Dept. of Gramin Vikas & Panchayati Raj
2. Indian National Trust for Art and Cultural Heritage (INTACH)
3. Ahmedabad World Heritage City Trust- (AWHCT)
4. Eye Bank Society of Rajasthan (EBSR)
5. Rajasthan Small Industries Corporation Ltd. (RSIC), division of GoR
6. PDCOR limited, Jaipur

We frequently host various national colleges and university departments offering the B. Arch program. Few of such institutions include:

1. Goa College of Architecture, Panjim
2. D.Y. Patil College of Architecture, Pune
3. Gateway College of Architecture,
4. RVS Chennai- The Alternative School of Architecture (TASA) and several more

Aayojan is also actively pursuing MoU's for initiating institutional student chapters of following professional organizations:

1. Indian Institute of Architects (IIA)
2. Indian Institute of Interior Designers (IIID)
3. Indian Society of Heating, Refrigerating and Air Conditioning Engineers (ISHRAE)
4. INTACH
5. DRONAH and, several more.

Aayojan has also been hosting various expert sessions, workshops and site visits with professional bodies for the benefit of students, in order to enhance their knowledge base and skill set.

Concluding Remarks :

Since its foundation, Aayojan has been persevering to connect the academic-research-industry. Thus, the institute is working towards raising the standards, especially in critical areas concerning architecture, design, and conservation-related pedagogy and research.

The dynamic nature of architecture, design, and planning necessitates the program curriculum to be in sync with the field and developing trends. Aayojan, as an institute, facilitates this upgrade via its engagement with the RTU-Kota, as our faculty serves as BoS members and can spearhead the relevant changes.

Through establishing ACE (Aayojan Centre of Excellence), the institute develops and strengthens faculty-student engagement via various consultancy and research projects with government institutions and other private and not-for-profit agencies. Projects of varied nature and scale, therefore, aid in bridging the academia-practice gap and bolster program curriculum development.

Aayojan, as an institute, is also proud of its alums and how they have been charting their professional journey. It has established themselves as social impact makers, practitioners, and academics within the country and in international organizations and institutions. It has also contributed to their alma mater's growth via various engagements, programs and so on.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>113</td> <td>15</td> <td>14</td> <td>133</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>127</td> <td>110</td> <td>0</td> <td>147</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	10	113	15	14	133	2023-24	2022-23	2021-22	2020-21	2019-20	10	127	110	0	147																				
2023-24	2022-23	2021-22	2020-21	2019-20																																					
10	113	15	14	133																																					
2023-24	2022-23	2021-22	2020-21	2019-20																																					
10	127	110	0	147																																					
2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>52</td> <td>59</td> <td>85</td> <td>112</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>109</td> <td>116</td> <td>122</td> <td>133</td> <td>132</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>121</td> <td>131</td> <td>136</td> <td>134</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	52	52	59	85	112	2023-24	2022-23	2021-22	2020-21	2019-20	109	116	122	133	132	2023-24	2022-23	2021-22	2020-21	2019-20	117	121	131	136	134	2023-24	2022-23	2021-22	2020-21	2019-20					
2023-24	2022-23	2021-22	2020-21	2019-20																																					
52	52	59	85	112																																					
2023-24	2022-23	2021-22	2020-21	2019-20																																					
109	116	122	133	132																																					
2023-24	2022-23	2021-22	2020-21	2019-20																																					
117	121	131	136	134																																					
2023-24	2022-23	2021-22	2020-21	2019-20																																					

117	121	131	136	134
-----	-----	-----	-----	-----

Remark : DVV has made the changes as per shared clarification.

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

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.)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	15	12	21	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
6	11	9	9	1

Remark : DVV has made the changes as per shared reports.

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**

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**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	22	13	9	8

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
13	22	12	8	7

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	7

Answer After DVV Verification :

--	--	--	--	--

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	7

Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>528</td> <td>572</td> <td>612</td> <td>680</td> <td>683</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>520</td> <td>560</td> <td>608</td> <td>681</td> <td>681</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	528	572	612	680	683	2023-24	2022-23	2021-22	2020-21	2019-20	520	560	608	681	681
2023-24	2022-23	2021-22	2020-21	2019-20																	
528	572	612	680	683																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
520	560	608	681	681																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>143.15</td> <td>127.02</td> <td>97.92</td> <td>85.69</td> <td>147.03</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>93.52</td> <td>119.31</td> <td>119.31</td> <td>99.41</td> <td>72.06</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	143.15	127.02	97.92	85.69	147.03	2023-24	2022-23	2021-22	2020-21	2019-20	93.52	119.31	119.31	99.41	72.06
2023-24	2022-23	2021-22	2020-21	2019-20																	
143.15	127.02	97.92	85.69	147.03																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
93.52	119.31	119.31	99.41	72.06																	