



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RIZVI COLLEGE OF ARCHITECTURE

RIZVI EDUCATIONAL COMPLEX, OFF. CARTER ROAD, BANDRA (WEST),
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rizvi College of Architecture, located in Mumbai, India, is a leading institution for architectural education in the country. The college offers undergraduate program in architecture (B. Arch), a postgraduate programme in Urban Design (M. Arch-Urban Design), a certificate programme in interior design as well as research opportunities. The B. Arch and M. Arch programmes affiliated to University of Mumbai and are approved by Council of Architecture (COA), India.

Rizvi Education Society (RES) is a renowned educational organization in India, founded by Dr. Akhtar Hasan Rizvi in 1982. The society is committed to providing quality education in various fields such as arts, science, commerce, and professional courses. The society operates several educational institutions in Mumbai, including Rizvi College of Architecture. Rizvi College of Architecture was established in 1992 under the aegis of Rizvi Education Society. The college has grown significantly over the years, and it is now considered one of the leading institutions for architectural education in India. The college has a strong reputation for providing quality education, and its graduates are highly sought after by leading architectural firms in the country.

The college follows a well-defined process to ensure the effective delivery of its curriculum. By following a well-planned and documented process, adhering to COA guidelines and Mumbai University's syllabus, the college provides comprehensive and rigorous education in architecture that prepares students for successful careers in the field. Institute's commitment to research helps ensure that the curriculum remains up-to-date and relevant.

Vision

At Rizvi College of Architecture, our vision is to leverage our world-leading position within RES (Rizvi Education Society) to redefine architectural education, research, and practice in the 21st century.

Rooted in RCA's ethos of academic rigour and innovative thinking, our ambition is to nurture architects and urban designers who will shape the future of our built environment. We are committed to a pedagogical approach that combines technical proficiency with creative courage, empowering our students to address the complex challenges of urbanisation, sustainability, and technological disruption.

Our vision transcends traditional architectural boundaries, promoting interdisciplinary collaboration that draws on RCA's broad academic spectrum. This integration of knowledge, from artificial intelligence to environmental sciences, will allow our students to pioneer novel design methodologies, contributing to a more resilient and inclusive architectural landscape.

Rizvi College of Architecture also envisions leading the field of architectural research, building on RES's reputation for ground-breaking scholarship. We will strive to influence global architectural discourse and policy, addressing key issues such as climate resilience, sustainable urban development, and the preservation and adaptive reuse of heritage structures.

Inclusivity and diversity are at the heart of our vision. We aim to create an environment that values varied

experiences and perspectives, aligning with RES's commitment to equal opportunities. We believe that a diverse intellectual community not only enriches our educational experience but also equips our graduates to effect meaningful change in diverse global contexts.

Finally, our vision extends beyond the walls of our college to the wider society. Our students and staff will engage with communities, industry, and governments, applying their skills and knowledge to solve real-world problems, thereby embodying RES's mission to make a genuine impact on society.

In essence, our vision for Rizvi College of Architecture is to continue to be a beacon of innovative and socially responsible architectural education and research, leveraging our unique position within RES to shape a more sustainable, inclusive, and thoughtfully designed future.

Mission

The mission of Rizvi College of Architecture aims at development of sincere professionals with a high standard of morals and ethics, intellectual honesty, clarity of thought and with a spirit of innovation and creativity.

To develop innovative & responsive leaders through learning experience & applied research implementation in theory & practice. The prime goal of the educational programme is to prepare students for a professional role as architects in the service of humanity.

Rizvi College of Architecture is committed to create an ongoing movement to evolve a humane habitat through a series of interactions at international, regional, national & local levels.

Rizvi College of Architecture aims to create a world class education facility and environment and to bring global quality professional education to the doorstep of the students of the region and to serve the nation by providing highly competent and service minded professionals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Rizvi College of Architecture (RCA), boasts several institutional strengths that contribute to its reputation as a world-leading educational institution.

The diversity and breadth of our academic programs, including degrees in architecture, master's in urban design, and diplomas in interior design, provide a robust and comprehensive platform for students to explore their architectural interests.

Our esteemed faculty, a blend of distinguished academics and seasoned professionals, offer a wealth of knowledge, providing a rigorous and relevant education.

The school's location in Mumbai, financial capital of India and one of the most architecturally vibrant and diverse cities, is a significant strength. Our students have the unique opportunity to learn from and be inspired by the city's rich architectural heritage and contemporary design innovations. This location also facilitates connections with leading architectural firms and industry professionals, enhancing our students' learning

through practical insights and networking opportunities.

Our state-of-the-art facilities, including cutting-edge design studios, extensive workshops, and comprehensive library resources, further support an environment of creativity and innovation. These resources enhance our students' learning experiences and provide them with the tools to excel in their design projects.

The strength of our industry connections is another key asset. Through internships, industry events, and guest lectures, our students gain practical experience, enhancing their career prospects.

Lastly, we pride ourselves on our vibrant and inclusive campus culture. We value diversity, foster a supportive academic community, and provide a plethora of extra-curricular activities. These elements contribute to a well-rounded educational experience and create a community of passionate and engaged architects. Our commitment to academic excellence, diversity, and innovation thus positions The RCA as a leading institution in architectural education.

Institutional Weakness

Despite our many strengths, there are areas where The Rizvi College of Architecture (RCA) can further improve.

One of the primary challenges is providing space for growing infrastructural needs of the college. College is expanding its footprint in academia but give the space constraint in Mumbai, we have to limit our aspirations.

Secondly, while our faculty is nationally recognised, there is a need for more faculty members to maintain smaller class sizes and provide more personalized attention to students. This would ensure that all students can benefit from close mentorship and guidance.

Thirdly, while we have strong industry connections, links with leading architectural firms and institutions, we could further strengthen our collaborations with global academia. This would provide our students with more diverse opportunities at international platform.

Fourthly, there is room for improvement in our student support services. While we do provide numerous support mechanisms, we could further enhance services like mental health support, career guidance, and financial aid to better meet student needs.

Lastly, although we are committed to inclusivity, we can do more to enhance accessibility for students with disabilities. This includes improving physical infrastructure and providing additional learning support.

Institutional Opportunity

The Rizvi College of Architecture (RCA) is presented with numerous opportunities to further elevate its position as a premier institution for architectural education and research.

With the New Educational Policy (NEP) of India, exciting opportunity lies in the expansion of our academic offering like new interdisciplinary and skill-based courses ranging from PhD programs, diverse master's courses, diplomas, short duration course, and online learnings. We can attract a wider range of students and

foster a more vibrant academic environment. This expansion would enable us to further our research capabilities and contribute more significantly to the field of architecture.

The rise of digital learning platforms also presents an excellent opportunity. Through the creation of MOOCs (Massive Open Online Courses), short courses, and diplomas, we can reach a global audience, offering quality architectural education to individuals who may not be able to engage in traditional classroom learning. This not only extends our educational impact but also enhances our global reputation.

Collaboration with global academia offers another significant opportunity. By forging partnerships with other leading architectural schools and research institutions worldwide, we can enhance our academic and research capabilities. These collaborations can facilitate academic exchange, joint research projects, and shared learning resources, enriching our curriculum and expanding our intellectual community.

We also have the opportunity to leverage our location in Mumbai more effectively. By engaging more closely with the local architectural community, we can offer our students more opportunities for practical learning and community engagement. This could involve collaborations with local architectural firms, participation in local architectural events, and involvement in community projects.

Lastly, with increasing global awareness about the importance of sustainable design, we have the opportunity to become a leader in this area. By integrating sustainable design principles more deeply into our curriculum and research, we can prepare our students to contribute to the development of environmentally responsible architecture.

By seizing these opportunities, The Rizvi college of Architecture can further its mission of providing world-class architectural education and contributing significantly to architectural research and practice.

Institutional Challenge

The Rizvi College of Architecture (RCA), despite its prestigious standing, confronts several challenges in its pursuit of architectural education excellence.

The swiftly changing architectural landscape, propelled by technological advancements and societal shifts, demands constant curriculum adaptation. Balancing these updates with our academic integrity and distinctive RCA pedagogical approach is a significant undertaking.

Competition from global architectural schools is intensifying. To retain our eminent position, we must persistently innovate our programs, attract and retain top faculty, and provide a distinguished student experience.

Incorporating sustainability into our teachings and operations presents both a challenge and an opportunity. Translating our commitment to sustainable practices into all aspects of our work is a complex task requiring enduring effort.

Inclusivity and accessibility remain critical challenges. Promoting diversity, enhancing accessibility for disabled students, and ensuring everyone feels valued are ongoing endeavors.

A unique challenge we face is Mumbai's high land value and limited space availability. Our aspirations to expand or modernize our facilities are constrained by these realities. Maintaining up-to-date facilities that meet our diverse student body's needs necessitates significant financial investment and strategic planning.

Lastly, maintaining robust industry connections is an ever-present challenge. While our ties with local architectural firms are strong, expanding our network to include more international firms will provide our students with more varied practical learning opportunities.

Despite these hurdles, our commitment to our mission is unwavering. We are confident in our ability to navigate these challenges by leveraging our strengths and the opportunities before us, continually enhancing our contribution to architectural education and practice.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Rizvi College of Architecture's curriculum is structured to provide a comprehensive, engaging, and forward-looking educational experience. Our goal is to equip students with a strong architectural foundation while fostering creativity, critical thinking, and adaptability to address 21st-century challenges.

Our curriculum is divided into four components: the core subjects, electives, college projects and study tours. The core covers essential architectural knowledge, including design principles, history, building technology, sustainable design, and urban planning. This foundation enables students to understand the discipline's fundamentals while recognizing its role in addressing contemporary issues.

The elective component allows students to pursue unique interests through specialized courses, many of which are interdisciplinary, drawing from RCA's academic expertise. This approach fosters a comprehensive understanding of the built environment and emphasizes the interconnectedness of architecture with other domains.

College projects include various research projects focusing on developing essential skills for expanding knowledge of students beyond curriculum. The study tours are field visits to provide ground level exposure to varied architectural and urban scenarios in India and sometime abroad. Students engage with real-world architectural problems in partnership with communities, industry, and government. These experiences foster social responsibility and provide valuable professional exposure.

Experiential learning is a cornerstone of our curriculum. Design studios form a significant part, offering students opportunities to apply theoretical knowledge to practical design problems. These studios promote creativity, critical thinking, and collaboration, essential skills for architectural practice.

Acknowledging technology's transformative potential in architecture, our curriculum includes digital design and fabrication modules. Students gain exposure to cutting-edge tools and techniques, such as software applications, 3D printing, GIS, Parametric Design, Building Energy Simulations, preparing them for the profession's future.

Finally, we ensure our curriculum remains relevant and dynamic through regular reviews and updates. Feedback from students, faculty, and industry partners helps us maintain a responsive and evolving

program.

In essence, RCA's curriculum combines a strong foundation with specialized knowledge and hands-on learning experiences. We are committed to nurturing the next generation of innovative, socially responsible architects who will shape the future of the built environment, contributing to a more sustainable and inclusive world.

Teaching-learning and Evaluation

At Rizvi College of Architecture (RCA), we strive to create an environment that fosters excellence in teaching, learning, and evaluation. Our pedagogical approach is guided by RCA's commitment to research-led teaching, encouraging critical thinking, creativity, and independent learning.

Teaching at RCA is a dynamic interplay of lectures, seminars, workshops, and design studios. Each method offers a unique learning experience, blending theoretical understanding with practical application. Our faculty are not just educators, but also leading practitioners and researchers, bringing cutting-edge knowledge and real-world insights into the classroom. It is committed to creating an inclusive, engaging, and intellectually stimulating environment that respects and values diverse perspectives.

Learning at RCA is a collaborative and interactive process. We encourage active student participation, fostering a culture of curiosity and exploration. Students are provided with ample opportunities to work on real-world projects, engaging with communities, industry, and government. This hands-on approach enables students to apply their knowledge to solve complex architectural problems, fostering a sense of social responsibility.

Evaluation at RCA is designed to be comprehensive and constructive. We use a range of assessment methods, including design portfolios, essays, presentations, and examinations. This variety allows us to evaluate students, understanding, creativity, technical skills, and ability to articulate their ideas effectively. Feedback is an essential component of our evaluation process. Constructive feedback helps students understand their strengths and areas for improvement, promoting continual learning and growth.

We also believe in the importance of self and peer evaluation. This encourages students to critically reflect on their work and learn from their peers. It instils a sense of ownership and responsibility for their learning.

Lastly, we are committed to continually improving our teaching, learning, and evaluation practices. We regularly seek feedback from students, faculty, and industry partners, making necessary adjustments to ensure we provide the best possible educational experience.

In conclusion, our approach to teaching, learning, and evaluation at The RCA is dynamic, inclusive, and student-centric. We strive to foster an environment that nurtures innovative thinkers and responsible architects who will shape the future of our built environment.

Research, Innovations and Extension

At Rizvi College of Architecture (RCA), our commitment to research, innovation, and extension is foundational to our mission. We are driven by the belief that academia has a crucial role in addressing complex architectural and societal challenges.

Research at RCA is at the forefront of architectural discourse, pushing the boundaries of knowledge and practice. Our faculty members are globally recognised for their research in areas such as sustainable design, digital fabrication, and urban resilience. We also champion interdisciplinary research, drawing on RCA's broad academic expertise to explore the intersections of architecture with environmental science, technology, and social sciences. Our research not only contributes to the academic field but also influences policy and practice on a global scale.

Innovation is deeply embedded in our academic culture. We believe in the transformative potential of technology and strive to incorporate it into our research and teaching. Our state-of-the-art facilities, such as the digital fabrication lab, support experimental design and research. We also foster a culture of entrepreneurship, encouraging students and faculty to develop innovative architectural solutions that can make a real-world impact.

Extension activities are an integral part of our academic commitment. We believe in the power of architecture to effect positive societal change. Our students and faculty engage with local and global communities, applying their skills and knowledge to address real-world architectural problems. These engagements range from community-led design projects to collaborations with industry and government for sustainable urban development.

We also extend our academic influence through public lectures, exhibitions, and publications. These platforms allow us to share our research and innovations with the wider architectural community and the public, fostering dialogue and collaboration.

At RCA, we are committed to pioneering research, promoting innovation, and extending our academic impact beyond the walls of the university curriculum. We strive to shape the future of architecture, contributing to a more sustainable, inclusive, and thoughtfully designed built environment.

Infrastructure and Learning Resources

At Rizvi College of Architecture (RCA), we are committed to providing exceptional infrastructure and learning resources that enrich the academic experience. Our facilities harmoniously blend tradition and innovation to foster a conducive, inclusive, and stimulating learning environment.

Our campus features spacious, well-equipped lecture rooms, each with internet connectivity, computers, and projectors. Personalised drafting tables are provided in our design studios, fostering creativity and collaboration. Dedicated discussion rooms facilitate focused group work and intellectual exchange.

For practical hands-on experience, our extensive ground floor workshop, equipped with a wide range of carpentry tools, enables students to transform their designs into tangible prototypes. We also house two auditoriums for events and lectures, accommodating small and large audiences of 350 and 1000 capacity respectively.

One of our unique features is the exhibition room, equipped to pin up panels and drawings. This flexible space can be quickly transformed into a jury room with the use of dividing panels, enabling critiques and reviews of student work. Moreover, a large open area near the ground floor auditorium offers flexibility to accommodate larger exhibitions and events, facilitating the showcasing of student creativity and innovation to the wider

community.

Understanding the diverse needs of our students, we offer facilities such as a dedicated prayer room, toilets with wazu areas, and gender-neutral toilets. For refreshments and socialisation, a large canteen on the first floor serves as a vibrant hub.

Our library, in addition to its extensive collection of print and digital resources, houses a computer lab. Here, students can access specialized architectural software and databases, supporting their research and design work. We also provide specialised architectural software and robust IT infrastructure, including ERP facilities, app for students, to support academic and administrative operations.

Situated in vibrant Western suburb of Pali Hill, The RCA provides access to the city's rich architectural culture, serving as an extended classroom. Our commitment to providing top-tier infrastructure and learning resources creates an inspiring environment for our students' academic and creative pursuits, shaping the architects of tomorrow.

Student Support and Progression

At Rizvi College of Architecture (RCA), we believe in nurturing an environment that provides comprehensive student support and promotes academic progression.

Our comprehensive support system includes personal mentors, robust counselling facilities, parent- teacher interactions, and a dedicated Student Grievance Cell, ensuring that student's academic and personal concerns are promptly addressed. To maintain a respectful and safe environment, our Anti- Ragging Committee enforces a zero-tolerance policy towards ragging.

Financial support is provided through various scholarships, including minority scholarships aimed at economically disadvantaged Muslim students. We also offer monetary assistance for students participating in competitions, underscoring our commitment to fostering creativity and ambition.

We facilitate the transition from academia to the profession through a dedicated placement cell, offering guidance in finding internships and jobs. Additionally, we host career fairs and networking events, connecting students with potential employers.

Understanding the importance of extra-curricular activities, we host diverse clubs including art, literature, and drama. These platforms enrich the student experience, fostering a sense of community and nurturing diverse interests.

Integral to our academic calendar are events like ArchFest's, a festival of architecture, and international conferences that bring students, faculty, and professionals together. Fresher's Day; welcomes new students, while the convocation ceremony marks the culmination of students' academic journey at the RCA.

Our commitment to student support and progression is unwavering. We strive to create an environment that values every student, supports their aspirations, and equips them with the skills and knowledge to excel in their chosen path.

Governance, Leadership and Management

Rizvi College of Architecture (RCA) has consistently played a pivotal role in the architectural discourse, demonstrating its commitment to knowledge advancement through its history of hosting key conferences. An exemplary illustration of this commitment is the International Conference on Humane Habitat (ICHH).

Launched in 1998, the ICHH became a remarkable annual event at RCA, garnering global attention. Over a span of two decades, the conference had an impressive run of 21 episodes, concluding in 2018. Each edition brought together experts, scholars, and students worldwide, focusing on developing sustainable, humane habitats. The conference underscored RCA's commitment to ethical architectural practices and provided a platform for innovative ideas, best practices, and research findings to be shared.

Another significant stride in RCA's history was hosting the Architecture and People International Conference (APIC) in 2020. The conference attracted esteemed panellists from India and around the globe, further solidifying RCA's standing as an epicentre for architectural discourse. APIC 2020 emphasized the intricate link between architecture and people, underscoring the importance of designing spaces that respect and enhance human experiences.

APIC 2020 became a thought-provoking forum for discussions about architecture's role in shaping human lives and how architects can design more inclusive, accessible, and humane spaces. It also addressed contemporary architectural practice's social, cultural, and environmental challenges.

These conferences fostered an academic environment at RCA that encourages critical thinking, innovative problem-solving, and commitment to social responsibility. They align with RCA's mission of contributing meaningfully to the architectural discourse and shaping future architects equipped to create sustainable habitats.

In conclusion, RCA's commitment to intellectual discourse is exemplified by hosting esteemed conferences like ICHH and APIC 2020, reinforcing its status as a leading institution in architectural education. RCA continues to significantly influence architectural discourse, both in India and globally. Its enduring dedication to the field is evident as it shapes the architects of tomorrow, equipped to create humane, sustainable spaces.

Institutional Values and Best Practices

At Rizvi College of Architecture (RCA), our institutional values and best practices are foundational to our academic and operational excellence. We are guided by a set of core values that reflect our commitment to delivering world-class education and research in architecture.

Firstly, we value academic excellence and intellectual curiosity. We strive to create an environment that fosters critical thinking, innovative exploration, and a deep appreciation for the discipline of architecture. We encourage our students and faculty to push the boundaries of their understanding and to challenge established norms, driving the evolution of architectural thought and practice.

Secondly, we believe in the importance of inclusivity and diversity. We are committed to providing an inclusive learning environment that values the unique backgrounds, perspectives, and experiences of all members of our community.

Thirdly, we uphold the values of sustainability and social responsibility. We encourage our students to consider the social and environmental implications of their work and to strive for sustainable solutions. We also strive to minimize our own environmental footprint and contribute positively to our community.

In terms of best practices, we uphold high standards of academic integrity and ethical conduct. We promote a culture of honesty, transparency, and accountability in all our activities. Our policies and processes are designed to ensure fairness, respect for individual rights, and adherence to legal and ethical standards.

We maintain rigorous standards of academic quality. Our teaching and research activities are regularly reviewed and updated to ensure they align with current industry trends and standards. Feedback from students, faculty, and external reviewers is used to continuously improve our programmes and services.

We engage actively with the architectural profession and wider community. Our partnerships with industry and community organisations provide valuable opportunities for practical learning, research collaboration, and community engagement.

Our institutional values and best practices are integral to our identity and operations at The Rizvi College of Architecture. They guide us in our mission to educate future architects who are not only skilled and creative professionals, but also responsible and thoughtful citizens.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RIZVI COLLEGE OF ARCHITECTURE
Address	Rizvi Educational Complex, Off. Carter road, Bandra (west), Mumbai - 400 050.
City	Mumbai
State	Maharashtra
Pin	400050
Website	rizviarchitecture.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Meera Malegaonkar	022-69778630	-	022-69778631	principalrca@rizvia rchitecture.edu.in
IQAC / CIQA coordinator	Meera Malegaonkar	022-69778630	-	022-69778631	principalrca@rizvia rchitecture.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority 1999-2009.pdf
If Yes, Specify minority status	
Religious	Muslim Minority
Linguistic	NA
Any Other	NA

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	04-07-2022	12	Valid for one year

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Rizvi Educational Complex, Off. Carter road, Bandra (west), Mumbai - 400 050.	Urban	1.54	4790.97

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, Under Graduate	60	HSC OR DIPLOMA IN CIVIL ENGINEERING	English	80	80
PG	MArch, Post Graduate	24	B. ARCH.	English	20	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				7				21			
Recruited	2	3	0	5	4	3	0	7	5	7	0	12
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				3				10			
Recruited	0	0	0	0	1	2	0	3	4	6	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	5	2	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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	0	2	0	4	3	0	4	6	0	19
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	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		Total
		7	7	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	54	4	0	0	58
	Female	20	2	0	0	22
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	3	0	0	0	3
	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	0	1	0
	Female	0	0	0	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1	8	3	1
	Female	3	6	2	1
	Others	0	0	0	0
General	Male	36	50	31	44
	Female	31	25	18	33
	Others	0	0	0	0
Others	Male	1	2	1	4
	Female	2	6	2	3
	Others	0	0	0	0
Total		74	97	58	87

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The New Education Policy (NEP) for India has introduced a paradigm shift in the country's education system. It emphasizes the need for multidisciplinary and interdisciplinary approaches to learning. These approaches encourage the integration of diverse fields of knowledge and promote a holistic understanding of complex issues. Rizvi College of Architecture (RCA) is currently undergoing a process to become compliant with the New Education Policy (NEP) for India. In order to meet the requirements of NEP, RCA is taking several steps to promote multidisciplinary and interdisciplinary learning in its curriculum. 1. Develop Multidisciplinary Curriculum: One of the key steps RCA is taking is to</p>
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	<p>develop a multidisciplinary curriculum that integrates knowledge from various fields such as engineering, humanities, and social sciences. This will enable students to gain a broader understanding of their field and the world around them. 2. Facilitate Interdisciplinary Research: RCA is also encouraging its faculty and students to engage in interdisciplinary research. It is creating research clusters that bring together researchers from different fields to collaborate on projects. This will foster a culture of collaboration, innovation, and discovery. 3. Collaborate with Other Institutions: RCA is collaborating with other institutions to promote multidisciplinary and interdisciplinary learning. It is partnering with universities and colleges that offer courses in related fields to offer joint courses or research projects. 4. Implement Flexible Learning Models: To adopt the flexible learning models promoted by NEP, RCA is offering a range of courses and programs that cater to diverse interests and abilities. It is also providing hands-on learning opportunities such as internships, apprenticeships, and design-build projects to enable students to apply their knowledge in real-world contexts and develop relevant skills. 5. Provide Experiential Learning Opportunities: It is also providing hands-on learning opportunities such as workshops, internships, apprenticeships, and design-build projects to enable students to apply their knowledge in real-world contexts and develop relevant skills. Overall, RCA is committed to becoming NEP compliant and providing its students with a holistic and well-rounded education. By taking these steps, RCA hopes to prepare its students for the challenges of the future and enable them to contribute to society in meaningful ways.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The New Education Policy (NEP) for India advocates for the adoption of an Academic Bank of Credits (ABC) system. This system allows students to accumulate credits for each course they complete, which can then be transferred to other institutions or used towards obtaining a degree. Rizvi College of Architecture (RCA) is preparing itself to adopt the ABC system by promoting flexibility and mobility in its academic programs. RCA is following the UGC guidelines for ABC system (www.abc.gov.in). RCA is guiding the students to sign up for “Meri Pehchan”</p>

	<p>to create the ABC id. Alternatively, students are guided to create the ABC id using digilocker (www.digilocker.gov.in). Here are some steps RCA is working on to adopt to the ABC system: 1. Establish a Credit Transfer System: One of the key steps RCA is taking is to establish a credit transfer system that allows students to transfer credits earned at RCA to other institutions. This will provide students with the opportunity to pursue their education across different institutions without losing credit for the courses they have already completed. 2. Develop an Integrated Credit System: RCA is also developing an integrated credit system that recognizes the value of courses taken in different fields. This will enable students to design their own learning paths and accumulate credits that can be used towards obtaining a degree. 3. Create Flexible Course Options: RCA is creating flexible course options that allow students to choose courses based on their interests and requirements. This will enable students to accumulate credits for the courses they complete and design their own learning paths. 4. Promote Skill-based Learning: To promote skill-based learning, RCA is developing courses that focus on specific skills and enable students to accumulate credits for the skills they acquire. This will provide students with practical skills that are relevant to their profession. 5. Integrate Online Learning: RCA is integrating online learning into its curriculum to provide students with access to a wide range of courses and learning resources that they can use to complement their classroom learning. RCA is planning to enable students to accumulate credits for online courses they complete. Overall, RCA is committed to adopting the ABC system to promote flexibility and mobility in its academic programs. By taking these steps, RCA hopes to provide its students with a well-rounded education that meets the requirements of the NEP and prepares them for the challenges of the future.</p>
<p>3. Skill development:</p>	<p>The New Education Policy (NEP) for India emphasizes the importance of skill development as a means of preparing students for the challenges of the future. Rizvi College of Architecture (RCA) is currently in the process of adopting measures to promote skill development among its students as part of its institutional preparedness for the New</p>

	<p>Education Policy (NEP) in India. RCA is taking several steps to become NEP compliant in terms of skill development. 1. Identify Relevant Skills: One of the key steps RCA is taking is to identify the relevant skills that are required in the field of architecture and design. RCA is assessing the technical and soft skills that students need to succeed in their profession. 2. Develop Skill-based Courses: RCA is also developing skill-based courses that focus on specific skills and enable students to acquire them. For example, RCA is developing courses that focus on sustainable design, digital fabrication, or architectural visualization. These courses will provide students with practical skills that are relevant to their profession. 3. Provide Hands-on Learning Opportunities: RCA is providing hands-on learning opportunities such as internships, apprenticeships, and design-build projects to enable students to apply their skills in real-world contexts. 4. Collaborate with Industry: RCA is collaborating with industry partners to provide students with exposure to the latest technology and trends in the field of architecture and design. 5. Conduct Skill Assessment: To evaluate the proficiency of its students in different skills, RCA is conducting skill assessments. This will enable RCA to identify areas of improvement and provide targeted training to students who need it. RCA is committed to promoting skill development among its students as part of its institutional preparedness for the NEP. By taking these steps, RCA hopes to provide its students with the skills they need to succeed in their profession and prepare them for the challenges of the future.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Rizvi College of Architecture (RCA) is currently in the process of integrating the Indian knowledge system into its architectural and urban design curriculum as part of its institutional preparedness for the New Education Policy (NEP) in India. RCA is taking several steps to align its courses with the NEP and promote the Indian knowledge system in the context of architecture and urban design. 1. Promoting use of Indian Languages: One of the key steps RCA is taking is to promote the use of Indian languages in its architectural and urban design courses. RCA is planning to provide language courses in Hindi, Marathi, and other regional languages to enable students to learn these languages</p>

	<p>and apply them in their architectural and urban design projects. 2. Promoting Indian Culture: RCA is also promoting Indian culture in its architectural and urban design curriculum. RCA is developing courses that focus on Indian architecture, urban design, heritage conservation, and sustainability. This will enable students to understand the historical, social, and cultural context of India and its impact on built heritage and urbanization. 3. Using Online Courses: RCA is exploring online courses to promote the Indian knowledge system in architectural and urban design. RCA is collaborating with other institutions that offer online courses related to Indian architecture and urban design to provide its students with access to these courses. 4. Collaborating with Indian Institutes: To access resources and expertise in the field, RCA is in process of collaborating with institutes that promote the Indian knowledge system in architecture and urban design. RCA is planning to collaborate with institutes such as the Indian Institute of Technology (IIT), Bhandarkar Institute, and Indian National Trust for Art and Cultural Heritage (INTACH). Organizing Workshops: RCA is planning to organize workshops on the Indian knowledge system related to architecture and urban design for its students and faculty. These workshops will provide students and faculty with an opportunity to learn and appreciate the Indian knowledge system in the context of architecture and urban design. RCA is committed to promoting the Indian knowledge system in its architectural and urban design curriculum as part of its institutional preparedness for the NEP. By taking these steps, RCA hopes to provide its students with a well-rounded education that meets the requirements of the NEP and promotes the Indian knowledge system in the context of architecture and urban design.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Rizvi College of Architecture (RCA) is currently in the process of focusing on Outcome-Based Education (OBE) as part of its institutional preparedness for the New Education Policy (NEP) in India. RCA is taking several steps to become NEP compliant in terms of OBE. 1. Identify Learning Outcomes: One of the key steps RCA is taking is to identify the learning outcomes that its students should achieve upon completing their courses. RCA is reviewing its curriculum to define the skills, knowledge, and</p>

	<p>attitudes that its students should acquire. 2. Developing Learning Outcomes for each course: RCA is also developing learning outcomes for all the courses it is conducting that specify what students should know and be able to do at the end of each course. This will enable RCA to design its courses to achieve the desired learning outcomes and assess whether these outcomes have been achieved. 3. Align Teaching and Learning Activities: RCA is aligning its teaching and learning activities with the desired learning outcomes. RCA is designing its teaching and learning activities to be relevant to the learning outcomes and help students achieve these outcomes. 4. Use Assessment Tools: To assess whether students have achieved the desired learning outcomes, RCA is using assessment tools such as rubrics, checklists, and tests. This will enable RCA to evaluate the effectiveness of its teaching and learning activities and identify areas for improvement. 5. Continuous Improvement: RCA is committed to continuously improving its courses and teaching and learning activities based on the feedback from its assessment tools. This will enable RCA to refine its courses and teaching and learning activities to achieve the desired learning outcomes more effectively. 6. Industry Engagement: RCA is engaging with industry partners to ensure that its courses and learning outcomes are relevant to the current industry needs. RCA is collaborating with industry partners to design its courses to meet the requirements of the industry and prepare its students for the challenges of the future. RCA is taking several steps to become NEP compliant in terms of OBE. By identifying learning outcomes, developing course learning outcomes, aligning teaching and learning activities, using assessment tools, continuously improving its courses, and engaging with industry partners, RCA is preparing its students for the challenges of the future and providing them with a well-rounded education that meets the requirements of the NEP.</p>
<p>6. Distance education/online education:</p>	<p>Rizvi College of Architecture (RCA) is currently in the process of adopting Distance Education/Online Education as part of its institutional preparedness for the New Education Policy (NEP) in India. RCA is taking several steps to become NEP compliant in terms of Distance Education/Online Education. Develop Online Courses: One of the key steps RCA</p>

is taking is to develop online courses for its students that are relevant to the field of architecture and design. RCA is in the process of creating a Learning Management System (LMS) to develop and deliver these courses to provide students with the flexibility to learn at their own pace and at a time that suits them. Provide Access to Digital Resources: RCA is also providing its students with access including remote access through library management system (LMS) to digital resources such as e-books, online journals, and databases. This will enable students to access the latest research and information in the field of architecture and design. Provide Online Assessments: RCA is using online assessments to evaluate the progress and performance of its students. RCA is in the process of developing online assessments that assess whether students have achieved the desired learning outcomes and provide feedback to students in a timely manner. Use Technology-Enabled Learning: To facilitate interaction and collaboration among students and faculty, RCA is using technology-enabled learning such as video lectures, webinars, and online discussions. RCA is in the process of developing and delivering these learning methods to provide an immersive and engaging learning experience for its students. Collaborate with Online Education Providers: RCA is exploring collaboration with online education providers to offer online courses and programs in architecture and design. This will enable RCA to access expertise and resources in the field and offer a wider range of courses to its students. Provide Technical Support: RCA is providing technical support to its students to enable them to access and use online resources and platforms effectively. RCA is committed to ensuring that its students are able to learn effectively and efficiently. RCA is taking several steps to become NEP compliant in terms of Distance Education/Online Education. By developing online courses, providing access to digital resources, using online assessments, using technology-enabled learning, exploring collaboration with online education providers, and providing technical support to its students, RCA is providing its students with a flexible and immersive learning experience that meets the requirements of the NEP and prepares them for the challenges of the future

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Rizvi College of Architecture (RCA) is committed to promote the electoral literacy among students and staff of Rizvi college of Architecture. For the purpose, RCA has successfully set up an Electoral Literacy Club (ELC) within the college. • A core committee has been formed, comprising a faculty advisor, a president of student’s council, and representatives from various classes of the college. • ELC includes members of students’ council, the students’ council is elected by and represents the students. • Interested students from diverse backgrounds have been invited to become members of the ELC. • A constitution or a set of guidelines has been drafted, outlining the objectives, roles, responsibilities, and functioning of the ELC. With the formulation of ELC, Rizvi College of Architecture has created a platform for students to learn about electoral processes, engage with democratic values, and actively participate in the democratic process.</p>
<p>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?</p>	<p>Rizvi college of Architecture has taken the following steps to ensure the functionality and representation of the ELC: 1. Appointment of students' coordinator: The college has appointed a dedicated student coordinator who is responsible for managing the day-to-day activities of the ELC, liaising between students, faculty members, and external organizations, and ensuring smooth operations. 2. Appointment of coordinating faculty members: Coordinating faculty members have been appointed to oversee the functioning of the ELC, provide guidance and support to students, and maintain communication with college administration and external partners. 3. Representative character of the ELC: ELC includes representatives from various classes from different backgrounds, genders, and social groups. ELC prioritises inclusion of female and trans students as members ensuring that the club fosters an environment of diversity and inclusiveness. ELC also includes members of students’ council which itself is elected by and represents the students. 4. Functionality of the ELC: The ELC has been functional from its inception and it is assigned with</p>

	<p>the responsibility of spreading the electoral literacy among students. ELC is actively organizing events and activities, such as Voter registration drives and awareness campaigns spreading the electoral literacy among students, workshops, lectures, and discussions on electoral processes, democratic values, the importance of voting etc.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Promoting electoral literacy is essential for ensuring informed participation in a democratic system. Rizvi College of Architecture takes up various innovative programs to educate students on the importance of elections and their role in shaping the country's future. ELC set up by RCA undertakes programmes and initiatives as follows: • Voter registration drives for eligible students and staff members within the college. • Voter awareness campaigns and promoting ethical voting. • Encouraging students of all the genders to actively participate in ELC, especially female students and trans persons, • Community Outreach programme for enhancing participation of underprivileged sections of society, such as transgender individuals, disabled persons, and senior citizens etc. • Information materials, such as pamphlets, posters, and videos to distribute it to raise awareness about the importance of voting and the process of registering as a voter. • Collaborating with district election administration for smooth conduct of polls. • Programmes on electoral literacy like Interactive Exhibitions, Electoral Literacy Workshops, Guest Lectures, Documentary Screenings etc. Monitoring and evaluation: ELC has set the framework to assess the impact of the ELC's activities on students' understanding of electoral processes and their participation in democratic activities. The ELC documents its activities and achievements.</p>
<p>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.</p>	<p>There are numerous socially relevant projects and initiatives that a college undertakes to contribute to advancing democratic values and participation in electoral processes. Research Projects: RCA's ELC encourages faculty and students to undertake research projects that study the impact of various electoral systems, analyze voter behavior, or assess the effectiveness of electoral reforms. One of such research is ongoing and will be published soon. Publications: ELC encourages faculty and students to publish their research findings, articles, or opinion</p>

	<p>pieces on electoral-related issues in journals, newspapers, or online platforms to reach a wider audience. Social Media Campaigns: ELC intends to utilize the power of social media to disseminate information about electoral literacy, and encourage students to engage in online discussions and share their thoughts on electoral matters. Surveys and Polls: ELC conducts surveys and polls among students and the local community to gather insights into their understanding of democratic values, their opinions on current electoral issues, and potential areas for improvement in the electoral process. Electoral Literacy Festival: RCA's annual conference in December will feature Electoral Literacy Festival that showcases students' work, research, and creative projects related to electoral issues, and invites guest speakers and experts to participate in panel discussions. Awareness Drives: ELC Organizes awareness drives through street plays, flash mobs, or other creative means that focus on the importance of voting, informed decision-making, and the significance of democratic participation. Workshops and Seminars: ELC organizes workshops, seminars, or webinars featuring experts in the field of elections, democracy, and governance, to provide students with insights and spark discussions on various electoral issues. Content Creation: ELC Collaborates with students to create engaging and informative content such as articles, videos, podcasts, and infographics that educate the audience about electoral processes, democratic values, and voter rights and responsibilities. By undertaking these socially relevant projects and initiatives, a college contributes to fostering a culture of informed electoral participation and strengthening democratic values among its students and the broader community.</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>Institutionalizing voter registration mechanisms for eligible students at Rizvi College of Architecture (RCA) requires a comprehensive approach that involves collaboration between administration, faculty, and students. RCA has formulated the policy for implementing such a mechanism: Title: Institutionalizing Voter Registration Mechanisms at Rizvi College of Architecture Objective: To ensure that all eligible students at RCA are registered as voters, aware of the electoral process, and actively</p>

engaged in democratic participation. Strategy: Establish an Electoral Literacy Club (ELC): Create a committee comprising faculty members, student representatives, and administrative staff. ELC will be responsible for electoral literacy and overseeing the various programmes and initiatives required for voter registration process, monitoring progress, and coordinating related activities. Voter Registration Drives: Collect information about students' voter registration status and provide assistance and resources for registering as voters to those who have not yet registered. Organize regular voter registration drives on campus, preferably at the beginning of each academic year, to ensure that all new students have the opportunity to register as voters. Orientation Program: Include a session on electoral literacy and voter registration as part of the college orientation program for first-year students. This session will provide an overview of the electoral process, the importance of voting, and guidance on how to register as a voter. Online Resources: Develop a dedicated section on the college website with resources and guidelines on voter registration, electoral literacy, and related events. This section will serve as a one-stop hub for all electoral-related information for students. Incentives and Nudges: Implement a combination of incentives and gentle nudges to encourage students to register as voters, such as recognition and rewards, extra credit points, priority access to events, voter registration competitions, and voter registration ambassador programs. Regularly send reminders and updates about the importance of registering as voters and participating in the electoral process. Faculty Training and Involvement: Organize workshops and training sessions for faculty members to equip them with the necessary knowledge and skills to guide students in the voter registration process and promote electoral literacy in the classroom. Monitoring and Evaluation: The ELC should regularly monitor the progress of voter registration efforts and evaluate the effectiveness of various initiatives. Collect data on the number of students registered as voters and use this information to identify areas for improvement and develop targeted strategies. Continuous Improvement: Regularly review and update the voter registration mechanism, incorporating feedback from students, faculty, and staff, as well as best practices

and innovations in electoral literacy from other institutions. By institutionalizing the mechanism mechanisms to register eligible students as voters, Rizvi College of Architecture demonstrates its commitment to fostering an electoral participation and strengthening democratic values among its students.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
342	406	346	400	396

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: 76

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	34	43	45	48

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
75.51	50.60	125.15	154.30	158.51

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:

Rizvi College of Architecture (RCA) is a leading institution for architectural education in India, located in Mumbai. The college offers bachelor's programs in architecture, Master's in Architecture specializing in Urban Design and a certificate course in interior design. The institution's philosophy emphasizes the importance of architect's role in shaping the built environment and socially engaged approach to architecture to create a better society.

The institution's approach to curriculum development is informed by its philosophy and commitment to research and innovation in the field of architecture. A team of experienced educators and practitioners develops the curriculum, which provides students with a solid foundation in architectural theory and practice, as well as the technical skills necessary to succeed in the profession and address the challenges facing society today, such as climate change and social inequality. The curriculum is designed around core modules covering key topics such as architectural history, design principles, and building technology. Students can also choose from a range of elective modules that allow them to specialize in areas such as urban design, sustainability, landscape design, interior design, and digital design etc. The school employs a range of teaching methods that support different learning styles, including lectures, seminars, workshops, studio-based learning etc., and uses various assessment methods, such as essays, presentations, design projects, and exams.

The college follows a well-defined process to ensure the effective delivery of its curriculum. The institution adheres to the guidelines and education standards set forth by the Council of Architecture (COA), which provides a comprehensive outline of the course contents for the Bachelor/Master of Architecture program. As part of Mumbai University, the college aligns its curriculum with the university's course syllabus, which outlines the distribution of subjects across the ten semesters (five years), teaching hours, credits for each subject, and evaluation criteria.

Based on the pedagogical goals of both Mumbai University and COA, the institution prepares a teaching plan for each subject, including a schedule of the coursework to be covered throughout the semester. The plan is meticulously implemented and closely monitored to ensure the timely completion of coursework and the achievement of learning outcomes. Upon completion of each subject, a comprehensive evaluation and examination process takes place. The outcome of the subject, including any gaps or areas of strength, is thoroughly reviewed by the subject in-charge, the class in-charge, and the review team. Based on their recommendations, necessary actions are taken to address any gaps and build upon areas of strength. This feedback and analysis inform planning for the next academic session.

Institute's commitment to research helps ensure that the curriculum remains up-to-date and relevant. By

following a well-planned and documented process, adhering to COA guidelines and Mumbai University's syllabus, the college provides comprehensive and rigorous education in architecture that prepares students for successful careers in the field.

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: 01

File Description	Document
Institutional data in the prescribed format	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: 8.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	22	29	39	51

File Description	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:

Architecture as a profession is not purely based out of any one stream. It is an inculcation of science, arts, humanities, management, environment and economics. The architectural education is a bridge between technical and engineering knowledge with human oriented design. Over the course of five years in architecture, it is expected that a professional not only caters to a designated client with his technical expertise but also think about the larger agenda of creating a sustainable design with universal approach.

At Rizvi college of Architecture, the pedagogy caters to creation of a sustainable humane habitat. The scale of spatial explorations in the five years ranges from an individual space to a community level and to a larger public institution. Within all these, the idea is central to design a space that integrates the aspect of nature, climate, ecologies and environment. The context in which the space is being designed becomes a primary ground to study and decode the various interlinks that surround the site. These interlinks can be classified as social, cultural, economic, political and ecological networks; where people and their activities lead to the production of the space.

Architecture is not about creation of built spaces. It is about the inquiry of form and function of the built envelope, its relation to un-built and context. At Rizvi college of Architecture, the course is designed to sensitize the students to the various facets of the society and not to conform to any standardized vision or framework. The course looks forward to make a student aware of the realities of the society through observations, impressions, experiences and interactions. It is here that the layering of the society is unearthed. The students are required to inquire, read and mould their concepts and ideas to facilitate the questions of social stratification, gender, religion, community, culture, politics, and sustainability. The intersection of sociology, philosophy, literature, and humanities with technical and allied studios help students to raise the concerns and critique the existing practices; paving a way to explore and research.

Rizvi college of Architecture introduced gender-neutral toilet in its premises to ensure the presence of basic human utility and to create the notion of inclusivity amongst the fraternity. It is imperative for students to learn that their actions and design cater to larger set of intangibles that may not be visible on surface but have a larger impact on social dynamics. Being a professional course, the students are exposed to working in offices through a minimum 90 day internship. Apart from this, the students learn nitty-gritty of working and professional ethics before they graduate. It moulds a person from just a student to a learned professional; as demanded in the field.

At Rizvi college of Architecture, the horizontal integration of subjects like Humanities, Architectural Theory, Environmental studies and Climatology with Architectural Design and Technical studio provides a level field for the students to rethink their approach towards place-making. The electives are designed to create interdisciplinary learning that provides a wide spectrum for students to intervene. The integration of learning from one subject to other bridges the gap and helps the students to create a more holistic and nuanced spatial design that caters to all the aspects of a human being.

1.3.2

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

Response: 12.28

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

Response: 42

File Description	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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
74	97	58	87	93

2.1.1.2 Number of sanctioned seats year wise during last five years

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

File Description

Document

Institutional data in the prescribed format

[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: 16.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	15	6	3	13

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50

File Description	Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.03

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:

Our Design projects are always based on current affairs, social issues, and environmental concerns and therefore involve students participating actively in various scenarios in their surroundings, and questioning people about the ongoing scenarios pertaining to the context. It allows us to experiment at different times without being redundant and following the same stereotypical methods of learning. While designing a brief or giving the students a design problem, we allow them to participate in the brief making by having group discussions where all the issues pertaining to the topic are discussed. Different opinions and thoughts on the topic by a number of engaging students are taken and then the brief is formulated accordingly. This allows students to have a sense of belonging to the project and it has a positive outcome in the later stage.

By engaging students in various existing social or urban issues, students conduct surveys, interact with local people and try to arrive at a solution. This problem-solving attitude develops a sense of responsibility amongst them and they deliver as per our expectations. We focus more on the process-driven approach in our studios, so experimenting with different methods comes naturally to us. This way of conducting studios where the process is given more weightage than the product that is the end result allows a flexible approach where we can innovate and experiment with different modes of learning. This improves the classroom or studio environment and students reciprocate in a better manner. Their overall learning experience is enhanced and it starts reflecting in their thought processes and Design approaches

they carry forward to every other studio.

Students visit their sites, analyze, study the context, and interview the people involved with the program. They study social, cultural, economic, climatic, and environmental aspects before they draw a conclusion on the program. This requires them to conduct surveys, interviews, have various observations, conduct research and arrive at a Design solution. The projects given to them are mostly real-life projects so they get a rich experience. Sometimes these projects are also collaborative projects with some architectural firms and students get to participate in such projects where they learn to work with teams. Their journey of five years of Architecture gives them diverse experiences from being in the studio, learning in campus to various explorations outside the campus on site. We also conduct study tours where they learn the architecture of different cities with historic or regional contexts.

Students are also allowed and encouraged to explore their design through various media, so there is no 'one shoe fits all' kind of approach that we take with our students. This again leaves a lot of scope for students to experiment.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	43	45	48

2.4.2

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

Response: 0

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

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

File Description	Document
Institution data in the prescribed format	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:

The Rizvi College of Architecture (RCA) is dedicated to maintaining a fair, transparent, and efficient mechanism for dealing with internal examination-related grievances.

Our institution is committed to providing an equitable assessment system. We believe that every student has the right to understand how they are assessed, and to voice concerns if they believe the process has been unfair. Consequently, we have established a clearly defined and time-bound procedure for handling examination-related grievances.

Upon receiving an examination result, a student is allowed to apply for re-total and revaluation. Also, students who wishes to raise a concern is encouraged to first discuss the matter with the relevant instructor. This dialogue often resolves minor misunderstandings and provides the student with valuable feedback.

If the issue remains unresolved, the student may formally submit a grievance to our Examination Grievance Committee. This committee, comprising of faculty members and administrative staff, is committed to impartially investigating all grievances.

On receiving a grievance, the committee initiates an investigation process. This includes a review of the examination in question, consultation with the relevant instructor, and consideration of the student's academic record. The student is also given an opportunity to present their concerns in detail.

Every effort is made to resolve grievances within a specified time frame, usually within two weeks of receiving the complaint. Throughout the process, we ensure transparency by keeping the student informed about the progress of their grievance.

In the event of a grievance being upheld, appropriate action is taken, which may include re-evaluation of the examination, adjustment of the grade, or re-administration of the examination, depending on the nature of the issue.

Our aim is to ensure that every student feels their concerns are heard, understood, and addressed in a fair and timely manner. We continually strive to refine our grievance mechanism to enhance its efficiency and transparency, and to ensure it reflects our commitment to fairness and academic integrity.

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:

Before the start of every semester the faculty teams prepare the course structure for their respective subjects for all semesters. The programs and course content is based on the topics prescribed by the Mumbai University Syllabus. Furthermore the programs are tied with the College ethos and philosophy and also with the Theme for the studios. Vertical and horizontal integration of subjects are also planned at this stage in order to have a holistic and integrated approach towards building design. Course review sessions are conducted across all subjects and semesters, before the beginning of each semester and attended by all subject faculties. These sessions are helpful in establishing the course outcomes for each subject, timeline schedules and for planning vertical and horizontal integration of subjects.

The course structure and timeline schedules for the respective subjects are shared with and discussed with the students at the beginning of the course so that they are aligned with the program and course outcomes. The students are regularly updated with their progress and work status during the semester through defaulter's lists shared in the classroom and on their respective class groups.

The students undergo various courses/ subjects throughout their 10 semester (5 year) program. The course outcomes are as described below:

Course Name	Course Outcome
Architectural Design	To develop an understanding of design of appropriate architectural forms based on site, climate, program, function, usage, etc. including architectural detailing, provision of required infrastructure and services and design of surrounding spaces.
Basic Design	Understand various elements and principles of design like pattern, form, colour, volumes, composition, etc.
Architectural Representation and Drawing	Study of graphical language and representation techniques including hand drafted and computer aided design for preparation of working drawings.
Building Construction	Understanding of basic materials used in building construction, components of a building and method of construction and representation of the same. To introduce various construction techniques and application of the same to building.
Building Services	Understand the role, functioning and integration of various building services in building design. Study of different systems with respect to

	different building typologies and incorporation of the same.
Humanities	Study the development of human cultures through history and their expressions in the form of architecture, language and design. Create an understanding of various movements through history and their role in society and development.
Architectural Theory	To create awareness of architectural history, theories, principles as an aid to the design process.
Environmental Studies	Understand the impact of human activities on the environment and the need to conserve the resources. Study of natural factors affecting human comfort and their implications on building design including vernacular architecture and contemporary buildings. Study of green building codes and principles of sustainability.
Theory of Structures	To study the structural parameters and the design of various components of building design, different types of structural systems and their application to building design.
Professional Practice	Understanding of buildings by laws and regulations related to buildings, urban areas and town planning and their purpose and implication of its application.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Design, or Architecture as a whole rather, is not a subject that can be limited to a specific scope used by all universities. Each subject taught is codependent on the other. A certain aspect of design may only be covered once a certain aspect of humanities is ingrained. Therefore, at the beginning of each semester, we faculty members put our heads together with one goal in mind: to formulate our course outcome and program. Each faculty member lists down their aims and objectives, and the semester is scheduled accordingly. These meetings are also a great time to learn about the matter being covered in each subject and make note of what to incorporate in your subject accordingly. Careful curation and close observation go into the creation of the schedule. Our next meeting is held in the middle of the semester, to keep track of the course objectives and overall schedule. These meetings are crucial and provide aid in the journey of fulfilling our goals. Apart from that, these meetings provide us with the scope to make any alterations to our agenda in case anything goes haywire and also with the opportunity to experiment with assignments and projects. We slowly approach the end of the semester when, once the submissions end, we use our time to review our students' works and gauge whether the desired learning outcomes have

been met. The end of the semester is the apt time to understand how far we have strayed from our goals and the alterations that must be made to our methodologies, all on the basis of how fairly we have met our objectives. These meetings that are conducted throughout the year have proved to be one of the most efficient tactics in attaining successful course or program outcomes

At the beginning of every semester, our course objectives and students' deliverables are listed along with the semester schedule. We keep a close check on our schedule to ensure we are not lagging behind. In the middle of the semester, we have meetings with faculty to check if we are following our course objectives and schedule. This helps us to be on track and fulfill our goals. This also gives us some scope to modify or alter our schedule in case things are not as per the schedule or allows us to experiment with some assignments. At the end of the semester, we also review the work of students from other colleges and are well aware of the work being done outside. We see to it that the standard of work our students are producing is at par with other institutes, rather we aim to strive for the best quality work.

2.6.3

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

Response: 84.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
73	78	72	65	50

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	82	74	83	58

File Description

Document

Institutional data in the prescribed format

[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.93

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: 0

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

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

File Description

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:

For any institution, creation of knowledge and an interest in research is absolutely imperative for its growth. Rizvi College of Architecture has created a strong environment for the same. The Institution has created an ecosystem for innovations and initiatives for creation and transfer of knowledge not only between faculties and students but also among faculties as well. The institute has created an ecosystem for Research and Innovation by recruiting & developing desirable human resource, taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure.

The details are as under:

Promoting Innovation: The College has created a Research Development Cell and Institutional Innovation to promote Green Building, Environment friendly design and Sustainability. The students are encouraged to present their innovative project, models, research & documentation through annual Exhibitions and participating in various competitions and city projects. Outstanding project ideas are presented to relevant Government bodies or Architectural groups for execution for the benefit of the city.

Campus Placement Day Drive: The College has organized a On Campus Placement drive to provide a launching platform for the graduating students as well as Offices, firms and Industry relevant resources to benefit each other.

Center of Excellence: The faculty and students are encouraged to take up research & developmental activities by utilizing the existing resources. Our Center of Excellence, cell have helped our students to develop necessary skills & develop innovative projects in various domains.

Human Resources: The institute recruits dynamic & highly qualified faculty to mentor and channelize the young minds. Institute has taken an initiative to encourage the faculty members to pursue their Masters and doctoral work. Faculties are also encouraged to participate in various skill enhancement programs under govt. schemes and Teachers Training Program (TTP) organized by various institutions as per Council of Architecture Guidelines.

Research infrastructure: The College has a Research Cell to motivate the faculty members to write research projects and submit it to various supporting agencies like COA, UDRI, etc. Research Cell also helps to create research culture among faculty members and students.

Collaborations: The College has collaborated with University of Vienna (TU), Austria wherein our students get an opportunity to undertake students exchange program, research and development. This is organized through study trips to Vienna and its surrounding regions to facilitate inter student interaction and marvel at the different built typologies.

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: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	1	9	3	3

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

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

3.3.2

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

Response: 0.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	05	05	3

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:

Rizvi College of Architecture is an integral part of the national mission for human development through education. Our prime goal is to prepare students for a professional role as architects in the service of humanity. The mission aims at development of sincere professionals with a high standard of morals and ethics, intellectual honesty, clarity of thought and with a spirit of innovation and creativity.

Every year, the Semester 4 Architectural Design Studio is predominantly community-based and involves on site surveys, mapping and documentation of rural settlements. Students are taught to engage with the community in the rural setting before designing their projects. Students are taken to live in the village, interact with villagers so that they develop a localized perspective of the area and its people's needs. This studio has documented The following settlements since the past 5 years

- ◆ Shanag, Himachal Pradesh – 2018
- ◆ Jhuntamara, Odhisa – 2019
- ◆ Chandelao, Rajasthan - 2023

In 2018, the students interacted with the local communities in Indore for their research on housing in collaboration with the Aga Khan Trust for Culture Education Programme.

Rizvi College of architecture also involves its students in community projects within the city. In 2018, students and faculty alongside exchanges students from TU Wien repaired and upgraded a children's play area at The Byramjee Jeejeebhoy Home for Children, Matunga. This project was done in collaboration with a non-profit organisation, Anukruti.

Semester 5 students and faculty participated in Wall Art and playground building at Saphale on 13th August 2022 in association with Anukruti (Nonprofit organization). They designed and executed wall graffiti and built playspaces for children of M.S. Pokar School & Junior College located beyond Vasai-Virar.

A wall mural was painted by 15 students from Semester 1 over a period of one week, in Jan 2023 under the newly built Gundavali metro station under the guidance of faculties in collaboration with MMRDA. The concept of the mural was "what the oceans give us".

In February 2023, 20 Semester 4 students painted the interiors of Signal Shala Samarth Bharat Vidyapeeth over a period of 3 days. This project was in collaboration with Anukruti (Nonprofit organization). These projects helped bring a sense of purpose and giving back to society through a playful art and built a sense of team spirit with the locals.

During the pandemic students volunteered to collect funds and organize grocery packets for those financially impacted by the pandemic. This was done in collaboration with 'Help Yourself Foundation'.

In Jan-Feb 2023, 30 students of Semester 5 engaged with various local communities across Mumbai including the potters from Dharavi, Musicians in Bandra, street vending stalls across the city, patiwalas in Dongri and wood carvers in Bandra as part of a photo documentation project to capture communities in Mumbai. Similarly, students of Semester 2 made documentary films on communities including fisherwomen, roadside laundries and other such livelihoods. These projects helped bring students closer

to its invisible layers of society.

3.4.2

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

Response:

Rizvi College of Architecture embraces innovative recruiting strategies, curating thoughtful Faculty and Student experiences, making significant investments development and supporting the next generation of talent through impactful internships and entry-level programs.

The College program aims to recognise and is designed to reinforce a culture of appreciation. The Appreciate Program was notable for the enthusiastic teachers to take-up during COVID lockdowns, - the focus being on health both mental and physical. It also acknowledges the profound wellbeing value not just of being recognised, but also necessary. There are recognised Awards and recognitions for teachers as well as students. The Teachers recognition is through the MASA Awards (Maharashtra association of Schools of Architecture) and Students are recognised through NASA (National Association of the students of Architecture).

MASA Awards

MASA (Maharashtra Association of Schools of Architecture) is a common platform for the architecture colleges of Maharashtra where students and faculties get an opportunity to showcase their works, exhibitions, have dialogue and interaction

MASA AWARD 2021

Our faculty Ar. Aameer Chauhan had secured the award for the Best Teacher's Award in Related Design Disciplines (Environmental Design) at the MASA Convention

Our faculty Ar. Tania Shah has secured two awards, one under the category of 04 most Appreciated Papers and Special mention in Best Teacher's Award in Related Design Disciplines at the MASA Convention

Rizvi College of Architecture won second position in MASA academic excellence award for Construction Technology Category at MASA CONVENTION 2020 on 14th Feb.2020

NASA

The National Association of Students of Architecture (NASA, India) is the largest architectural student body in the world with over 300 dues-paying colleges with participation from other student bodies and colleges in India and across the globe. NASA, India is an autonomous, non-profitable, non-political, non-religious, and democratic body for the undergraduate students of Architecture in India.

The objective of the organization is to create a platform for architecture students to learn, interact and grow. The organization aims to bridge the gap between the students and professionals of the fraternity and those affected by their outcomes. It is the voice of the student community helping students stage their opinions and issues. NASA, India voices out the concerns, pitches students' issues to find solutions pertaining to Architect and education.

The promise of assisting non-government and government organizations in relief work, rehabilitation, research, and documentation to serve the community is commendable. The organization is a forum for everything an undergraduate architecture student should know, learn, and seeks to showcase and share critical ideas for the welfare and continuous growth of students.

3.4.3

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

Response: 6

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 01

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	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:

Rizvi school of architecture aims at development of sincere professionals with a high standard of morals and ethics. The land is privately owned for institutional purpose with total area 6235 Sq.M, in which total built up space comprises of 1629.1 Sq.M. Total built up planned for future development estimates to 4790.97 Sq.M. The institute is designed according to the fire safety guidelines and provides adequate infrastructural facilities for students and the staff. There are in total 7 working studios for architectural students, spread along the top three floors of the building ranging from 122 Sq. M to 178 Sq. M according to its use and requirements. Various labs like survey and material testing along with a workshop space is located on the ground floor. A separate model making room of approximate 67 Sq. M is allocated on sixth floor of the building.

A dedicated space to impart the knowledge of various architectural services like plumbing, sanitation, electrical and firefighting lab, material museum that includes flooring and cladding material, brick bonding models and product catalogues is located on the terrace. The seventh floor consist of administrative office spaces, classrooms and essential facilities like library, Air-conditioned computer centre and a stationary stall which benefit students in developing their academic excellence. Axillary facility like common room which is dedicated to female students and staff is allocated on fifth floor.

There are two toilet blocks assigned to female students and staff on fifth and sixth floor and male staff and students on ground and seventh floor. Recently an addition toilet block has been constructed which is dedicated as unisex toilet. A separate construction yard which is around 288 Sq.M is designed on the terrace floor.

There are 4 lectures halls ranging from 65 Sq.M to 73 Sq.M are provided on fifth floor with adequate seating facility. Other common facilities shared amongst with other departments includes auditorium and seminar hall present on ground and third floor respectively.

A common canteen of around 300 sq. area is located on the first floor. The transitional connecting spaces like staircase, mid-landings and passage ways are transformed into walk through art galleries on sixth and seventh floor that highlights creativity and innovative academic design exercises taught in different years. An e-library with round the clock access is provided to the students and staff to access archives, conference presentations and newspapers cuttings. Language

laboratory with the documented videos is available within the e-library facility.

The Rizvi college of architecture is barrier free campus that abides by the persons with the disabilities The institution along with its experienced and qualified staff has created an Anti-Ragging cell to reduce menace of ragging in Higher Educational institutional according to the UGC regulations, 2009. A separate committee on prohibition of sexual harassment of women is available to address the prevention, prohibition, and redressal of sexual harassment of women at work place.

4.1.2

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

Response: 11.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
20.20	0	7.39	19.48	17.31

File Description

Document

Institutional data in the prescribed format

[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:

Name of Library Management Software: KOHA

Name of the Institution repository software: - DSPACE

Fully Automated

Automation Year: -2016

Version: 21.11.12.000 recently updated

Following modules in LMS Software (the details of activities is mentioned below)

1. Circulation: - Issue-return, Hold, Overdue, Overdue with fine.
2. Patron: - Readers Database -adding new reader, category wise readers list, expiry date for membership of reader
3. Search: - Boolean search with different item type this is simultaneously can be searched on homepage of KOHA LMS & through web-opac.
4. Item Search: - From barcode no.
5. Serials: - Periodicals detail.
6. Cataloguing: - For catalogue entry –with all MARC tags.
7. Acquisition: - Budget & vendor management- for all material.
8. Report: - Various reports related to circulation, acquisition, accession report, statistic etc.
9. Tools: - Label creation, barcode creation, Patron card creation, library Notices, calendar- holiday definition, overdue notice, import facility for bulk readers.
10. KOHA Administration: -deals with library policies, administrative module
11. 11 KOHA Web-OPAC:-.For searching the books.

Library was established in the year of 1994. Library has seating capacity of 50 students with adequate space for library staff and E- resources access.

Library Collection

Library consists of 6053 no of books including 62 E-books . It has the subscription of 16 National journals, 6 International Journals(9 E-journals), 2 databases(Charles correa archive, K-hub). Buildofy videos are purchased on perpetual basis 210 CD's collection, students project report 1620

D-Space for Institutional Repository

Dspace Version 6.3 D-Space Repository of RCA library has curated around 2934 contents.

Major communities in Dspace-

- ◆ Annual programme
- ◆ E-Books

- ♦ ICHH
- ♦ Library Notice
- ♦ Mumbai University – syllabus & documents
- ♦ NASA Work
- ♦ Newspaper Clippings
- ♦ Publication
- ♦ Question Paper
- ♦ Student Academic Work
- ♦ Teaching aid & notes

E-journal from publisher

Subscribed E-journals-9 details as follows

Architectural record, Down to Earth, Economic and political weekly, Environment and urbanisation Asia, History and sociology of south Asia, Urbanisation, International Journal of rural & regional planning development, International Journal of town planning and management, International Journal of Urban design.

E-books from publisher

College has purchased 62 E-books on perpetual basis

Info track library solutions K-Hub E-Library (through which additional E-books and E-journals are accessible. It is Username and password based and IP based)

K-Hub is a virtual library. The subjects subscribed under K-Hub are, e-books (2635), e-journals (1150), videos (433), e-newsletter (1) and other (2), e-magazines (114), case reports (18) and conference proceedings (51). Total K-Hub collection is of 4407 Nos.

Average annual expenditure for purchase & subscription of books/e-books journals/E- journals during last 5 years (INR in Lakhs) :- 5.136

Library Usage

Number of teachers and students accessing the library per day over last year- 53 (physical access+ e-access)

Percentage per day usage of Library by teachers & students

= number of teachers & students using library per day/Total no.of teachers and students x 100

=53/433x100=12.24

Here due to covid-19 situation Library physical access is reduced and usage of various open access resources is not retrievable

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:

The Rizvi College of Architecture has Computer Lab on 7th floor. There is appropriate furniture in institute for lab. There is 1 server equipped with Windows 2019 Standard having processor of Intel (R) Xenon (R) Bronze 3106 CPU @1.70 Ghz. 16 GB RAM System, type -64 bits OS operating system. LAN connection is provided, for internet service which is 100 Mbps bandwidth.

From 8:00 am to 5.00 pm, IT facility is provided for students. LAN connection is provided, for internet service here. Apart from this, there are 8 routers with a speed of 100 mbps; facilitates Admin, library, classrooms, central staffrooms, passages etc. The computer lab is well-furnished having 40 number of PC various works of students. The computer lab facilitates printing, scanning and surfing. The total of 09 A4 size printers are installed 1 in Lab, 3 in offices, 1 in Library 3 in Faculty rooms and 1 in Principals Cabin. In computer lab 2 scanners installed. All Studios / classrooms are equipped with PC, LCD Projector, Audio system, INTERNET connectivity, CCTV that can be used by student /staff /guest faculties etc. Administration department is provided with 10 dedicated PC with LAN and net connectivity. It has ERP software to look after all admission processes.

File Description	Document
Upload Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 7.43**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 46

File Description**Document**

Purchased Bills/Copies highlighting the number of computers purchased

[View Document](#)**4.4 Maintenance of Campus Infrastructure****4.4.1***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***Response:** 24.82**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
15.77	2.72	24.71	54.91	41.92

File Description**Document**

Institutional data in the prescribed format

[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: 42.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
203	177	142	140	135

File Description

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: E. None of the above

File Description

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: 0

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career

counselling offered by the institution year wise during last five years

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.1.4**

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

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

Response: B. 3 of the above

File Description**Document**

Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances

[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: 0

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

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

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.2.2**

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

Response: 0**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

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

File Description**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: 0

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

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

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: 1

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

In its 30 years of academic engagements, Rizvi College of Architecture has disseminated its undergraduate course in formats that has allowed its students to reach far out and bag some of the most coveted positions in design firms across the world or have been able to build entrepreneurships. From time to time, the graduated students have reached out to lend their expertise and resources for the greater good of the institute. These opportunities have been possible in various media and formats – such as alumni night events for the college fest, through hiring opportunities or through various other volunteering work where they have given back to the

college. For a long time, the alumni has been connecting through social media where they have set up common groups to engage in intellectual discussions and to discuss on the dynamics of practice.

The alumni have been associated with the college through presentations and guest lectures of their works for current students. Occasionally, the alumni have collaborated with the college in conducting documentation trips to engage students with stakeholders and administrative agencies in remote areas of the country. One such instance is the Telichapada Gurukul project that was floated as an intended study program for second year students in 2020 during the pandemic. The intent was later translated as a design competition and the best output was floated to the gurukul trustees for consideration. Similarly, previously through 2018 and 2019, alumni practicing as bio architects with communities have conducted workshops in villages where they have collaborated with the institute to train students on hands-on building workshops and to help them understand local materials and the vernacular of their building techniques.

In 2022, two alumni member proposed research programs to involve students for hands-on documentation and mapping studies. One such proposal is to organise a study tour Germany to document and map the historic German town of Sesslach in collaboration with Coburg University. The study plan and logistics are yet in discussions to work out a detailed timeline and budget, and the alumnus has received overwhelming response from students eager to participate in the program. Another similar proposal is of taking select students to Lahaul – Spiti region in Himachal Pradesh to document the Kath-kuni architectural style and to work in participation with the local panchayat in generating suitable interventions for the benefit of the villagers eager to invite tourism.

Apart from academic engagements at various scales, the alumni have been actively involved in fundraising through word of mouth and shared forms over social media. One such initiative was in order to raise funds for families of students severely affected by the pandemic. There is an alumni association formulation currently under process, with nearly 70 members, and expanding its membership. The role of this association and the consequential web portal would be to digitally and remotely post hiring opportunities, fund schemes, scholarships and referrals for professionals willing to connect with the institute in their respective capacities.

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:

RCA's vision centers around fostering innovative thinkers who can redefine architectural practices to meet the unique challenges and opportunities of the 21st century. The mission statement, which centers on developing sincere professionals with high ethical standards, intellectual honesty, clarity of thought, innovation, and creativity, implies that the institution's governance should uphold these values.

Accordance with Vision and Mission:

Rizvi College of Architecture (RCA) takes pride in its vision and mission, which are reflected in its institutional governance, leadership, and the implementation of its practices. Aligned with its vision to foster creative thinkers and redefine the architectural discipline, RCA ensures that the institution's governance follows a democratic and participatory approach, offering a transformative educational experience that equips students to navigate the challenges of the 21st century.

New Education Policy (NEP) Implementation:

The New Education Policy (NEP) of India has initiated a paradigm shift in the nation's education paradigm, with an emphasis on multidisciplinary and interdisciplinary approaches. These encourage integration of diverse knowledge areas and foster a holistic comprehension of intricate issues

RCA's pledge to adhere to India's NEP underscores its dedication to multidisciplinary learning. RCA has integrated humanities, engineering, and social sciences into its curriculum to foster a broader architectural perspective among its students, aligning with NEP's guidelines and its mission to develop innovative leaders.

Sustained Institutional Growth:

RCA's leadership facilitates an environment conducive to learning and innovation. They have implemented an efficient administrative structure, which enables RCA to adapt to the evolving educational landscape, thereby ensuring sustained growth.

Decentralization:

RCA's practice of decentralization reflects its commitment to fostering an environment of intellectual honesty and comprehensive development. The strategic distribution of responsibilities ensures smooth operation and contributes to the institution's continued growth.

Participation in Institutional Governance:

RCA's mission emphasizes the active participation of all its members, reflected in faculty involvement in decision-making bodies. Such inclusive practices strengthen the faculty's commitment to the institution's vision and mission.

Short-term and Long-term Institutional Perspective Plan:

RCA formulates detailed short-term and long-term plans to navigate its path towards leadership, innovation, and social responsibility. These perspective plans encompass various institutional aspects, including curriculum design, research focus, infrastructure development, and faculty training, ensuring alignment with RCA's overarching vision and mission.

In summary, RCA's governance and leadership practices demonstrate a steadfast commitment to its vision and mission. Its adherence to NEP guidelines, focus on sustained growth, implementation of decentralization, and active participation in governance showcase the institution's dedication to providing an enriched educational experience. RCA's approach reflects a dynamic and innovative spirit, making it a beacon in architectural education.

6.2 Strategy Development and Deployment**6.2.1**

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

Response:

The Rizvi College of Architecture (RCA) ensures the effective deployment of its institutional perspective plan, seamlessly reflected in the functioning of various bodies within the institution.

Institutional Perspective Plan Deployment:

RCA's perspective plan, encompassing its vision and mission, serves as a beacon guiding the institution's strategic decision-making and day-to-day operations. The plan's successful implementation is evident in RCA's consistent growth, its pursuit of multidisciplinary and holistic education, and its determination to mould future architects who are both technically proficient and socially responsible.

Functioning of Institutional Bodies:

The RCA houses numerous cells, each catering to distinct aspects of the institution, including academic, administrative, and student-centric functions. Efficiently managed by dedicated teams, these cells, such as the examination cell, grievance cell, research cell, and placements cell, among others, contribute to the effective functioning of the institution. The leadership and management teams, headed by the Principal, ensure the smooth coordination of these bodies, furthering the institution's mission and vision.

Policies and Administrative Setup:

RCA's policies are reflective of its commitment to its vision and mission. Be it academic policies that promote a research-oriented approach or administrative policies that prioritize transparent and effective governance, every decision aligns with RCA's perspective plan. The administrative structure, with clearly defined roles and a hierarchical setup, facilitates efficient decision-making and communication, ensuring the seamless execution of RCA's plans.

Appointment and Service Rules:

RCA's appointment processes and service rules are anchored in the principles of merit, fairness, and inclusivity. Faculty and administrative staff are selected based on their expertise, commitment to RCA's values, and potential to contribute to the institution's mission. The service rules ensure a conducive environment for both staff and students, fostering mutual respect and collaboration.

Procedures:

RCA's operational procedures are designed to enhance efficiency, transparency, and accountability. From academic procedures like course planning and assessments to administrative procedures like grievance redressal and student council elections, each process is meticulously designed to ensure smooth functioning, adherence to RCA's values, and the achievement of its strategic objectives.

Through the effective deployment of its perspective plan and the efficient functioning of its institutional bodies, RCA has established itself as a premier institution for architectural education. The visible alignment of its policies, administrative setup, appointment and service rules, and procedures with its vision and mission further underscores RCA's commitment to its core principles, setting a benchmark for excellence in architectural education.

6.2.2

Institution implements e-governance in its operations

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

Response: D. 1 of the above

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

Performance Appraisal Criteria

Rizvi College of Architecture since its inception has effectively catered to the needs of its teaching and non-teaching staff through timely and systematic approaches and interventions to foster a healthy work environment and appreciate individual contribution. This includes the holistic framework of implementing key strategies such as inclusion of welfare schemes and performance appraisal system. Faculties' performances are measured as per their professional experiences, student interaction, feedback received from students regarding faculty, teaching methodology, participation in workshops, conferences, and self-learning initiatives. National and state level competitions such as NASA (National Association of Students of Architecture) and MASA (Maharashtra Association of Schools of Architecture) are guided by the teaching staff that helps in shaping the students for future progression in the professional stream.

Internal Quality Assessments

The major achievements of faculties are recorded, published on website and social media platforms to provide an integrated learning approach to the students and faculties. IQAC ensures and audits the academic progression of the curriculum as prescribed by the Mumbai University. The updates are shared with the staff regularly. The same is headed by the Design Chair of the institute for effective feedback.

Student Feedback

Towards the conclusion of every semester, feedback from students is recorded, gaps are identified and faculty is encouraged to address the same in a constructive manner which is addressed by the respective committees and headed by Principal and Vice Principal. All the above mentioned process is confidential.

Welfare measures

The welfare measures provided by the Rizvi Society of Education are cohesive and reinstates the foundation of knowledge system for the benefit of the staff- teaching and non-teaching. Benefits of leaves, Provident Fund, Information Technology, Learning Resources and Recreational facilities and activities are the ones to name a few. The teaching and non-teaching staff gets annual leave credits of 16 casual leaves and 12 casual + 30 earned leaves per academic year, respectively. In addition, the teaching staff also gets vacations in lieu of their earned leaves. A margin of the salary is also compensated towards the Provident Funds of the Employees. Annual Sports Day, Women's Day, Recreational tours for the staff and family are also organised on a regular basis.

Learning Resources

The college also provides learning opportunities for faculties such as Faculty Development Programs, provision of funding for participation in Training Programmes organised by the Council of Architecture. Annual fests such as Archfest, Symposiums are also organised in addition to provide an inter-disciplinary learning experiences and foster active participation for the staff.

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:** 10.95**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	4	0	7

File Description**Document**

Institutional data in the prescribed format

[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: 15.14**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
05	08	15	01	9

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The fees from the students sanctioned by the fees regulation authority is the primary mode of recipient of funds. This forms the primary grounds of sanctioning the stipend for the teaching, non-teaching staff and other infrastructural repairs. However based on the estimated recipient of annual fees, the funds are allocated for various sections.

The management of Rizvi Education society primarily aims in regular upgradation of infra structure, trending methods and techniques for deliverables. The prime importance is given to infra structure. The college motivates the students to perform better which are further eligible for multiple scholarships. The student receives scholarships from various Government/Non-government bodies depending on their performance and eligibility.

The dynamic of distribution of funds are monitored in a way that, it enables the students certain relaxations w.r.t. time in payment of fees. The distribution are pre sanctioned by the management before the commencement of the academic year for smooth functioning. The periodical audits are conducted.

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:

From a perspective of streamlining academic processes, the institute, for its IQAS, has formulated a framework, wherein, organizational structure and roles & responsibilities, implementation strategies, assessment criteria and gap mitigation strategies are prepared.

Various academic teams are formulated and faculty are assigned to each team. The individual teams are tasked with formulating the roles & responsibilities, deliverables & timelines for their respective team. The same is decided by the Principal, based on each faculty member's area of interest, expertise and personal discussions, wherein the intimation for meeting is sent through email, by the IQAC team member. The academic subject teams follow the course overview framework elaborated below.

Stage I - Initiation of planning for the Academic Term.

Initiated by: Principal

Coordinated by: IQAC

Timeline: After the release of timetable

Agenda: Brain-storming session amongst faculty of all subjects for each semester, to ideate on a comprehensive pedagogical approach for the semester, based on the syllabus defined by Mumbai University.

Preparation required for the meeting: A preliminary plan & ideation by each faculty for respective subject..

Meeting Discussion:

- ◆ Each subject is discussed to formulate a multi-subject collaborative learning process leading to a detailed teaching plan finalized and in the subsequent stages.

Stage II - Detailed planning for the upcoming semester.

Initiated by: Principal

Coordinated by: IQAC

Timeline: Towards the end of the ongoing semester

Agenda: Each subject is discussed to formulate a multi-subject collaborative learning process. Detailed teaching plan & semester schedule for each subject, formulated based on the Stage I discussion.

Preparation required for the meeting: All subject faculty to submit the teaching plan & semester schedule prior to the meeting, reviewed by the IQAC, for their respective subjects.

Meeting Discussion:

- ◆ Semester wise, subject-wise discussions held with the respective subject faculty.
- ◆ Detailed teaching plan is finalized and incorporated into the academic calendar.
- ◆ All teaching content submitted by the respective subject faculty, before the commencement of the upcoming semester, reviewed & approved by IQAC.

Stage III - Mid-term academic review, half-way through the ongoing semester.

Initiated by: Principal

Coordinated by: IQAC

Timeline: Half-way through the ongoing semester

Agenda: Semester-wise, subject-wise progress is reviewed by IQAC

Preparation required for the meeting: All subject faculty to submit progress report, prior to the meeting.

Meeting Discussion:

- ♦ Subject faculty present semester progress, as per the original semester plan submitted before the commencement of the semester, reviewed by IQAC, any course-correction, if required, is discussed and incorporated in the semester plan. Revised semester schedule is resubmitted to the IQAC.
- ♦ Student work and assessment reports are also reviewed to determine any deviation from the schedule & ascertain suitable course correction methods.

Stage IV - Semester-end review

Initiated by: Principal

Coordinated by: IQAC

Timeline: Post completion of the semester

Agenda: Semester outcome review

Preparation required for the meeting: All subject faculty to submit detailed semester end reports, along with student progress records. This includes weekly studio discussion records, online assignments, journals, grading records for all milestones & compiled semester-end marking, deviation records, records of parent meetings in case of defaulting students, key-learnings for the subject & students, and recommendations for improvement, prior to the meeting.

Meeting Discussion:

- ♦ Subject faculty presents complete semester end reports, reviewed by IQAC, and shared with faculty for the upcoming semester.

6.5.2

Quality assurance initiatives of the institution include:

1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement

initiatives identified and implemented

2. Academic and Administrative Audit (AAA) and follow-up action taken

3. Collaborative quality initiatives with other institution(s)

4. Participation in NIRF and other recognized rankings

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: D. Any 1 of the above

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:

Institutional Values and Aspirations had been set at very high standard right from the formative years of Rizvi College of Architecture.

Rizvi College of Architecture was established in 1992 and since then has always had very high standard of Values and Aspirations for the vision of the Institute.

This college aspires to create a “Humane Built Environment “with stress on Environment and strong concerns for Ecology at a world wide scale. This has inculcated a deep passion for the Environment in the students and over the years which translates in to different forms of architecture practised by its students.

Also at a more personal level the entire college with faculty/ students / teams is considered as a family thus changing the entire outlook of being together / coming together.

Besides rigorous academic engagement, the college takes every opportunity to come together and interact for events, festivals and commemorative days.

1. Republic day on the 26th of January is celebrated with a flag hoisting session, followed by the national anthem and short talk by the Principals of the institutes.
2. Rizvi College of Architecture celebrated World Book Day and showcased new arrivals in the library.
3. On the occasion of International Women's Day March 08 and World Book Day March 02, Rizvi College of Architecture library RCA Library had organized Author Talk and felicitated faculty who also write.
4. Marathi Bhasha Gaurav Din which is also the birthday of VV Shirwadkar, popularly known by his pen name, Kusumagraj is celebrated .
5. On the occasion of International Women's Day March 08 , Principals and all the women staff members (teaching and non- teaching) of RES institutions were felicitated by the Honorable

President Dr. Akhtar Hasan Rizvi and Honorable Director Adv. Mrs. Rubina Akhtar Hasan Rizvi. The program ended with our Patrons' inspirational and motivational speeches.

6.15th August is celebrated at Independence day with Flag hoisting followed by talk by Principals and patriotic songs.

7.25th August is celebrated as Foundation day of Rizvi College of Architecture. Over a period of 3 days 10 to 12 workshops are conducted, eminent professionals from varying fields have talks with Students followed by Students' festivities.

8. Birthdays of several inspiring Leaders/ thinkers is celebrated by making posters in remembrance

9. Birthdays of several famous architects is celebrated by making posters in the campus like Lurie Baker, le Corbusier, Charles Correa, Frank Lloyd Wright.

10. To address various issues related to Gender Stereotypes " Gender and the City" a skit was enacted at an outdoor classroom at The Steps Bandra.

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: D.1 of the above

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: E. None of the above

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:

An inclusive and tolerant atmosphere is one of the most treasured aspects of our college. The fact that every student, faculty and staff member can voice their opinions and express themselves free of any discrimination or prejudice truly upholds the principles we stand for. Our core values are based on creating humane architecture for the masses, not the classes. This philosophy is reflected not only in our Design studios but also at the institutional and administrative levels.

Despite being a minority institution, we welcome students and faculty from diverse backgrounds, all across the country and even the world, with our NRI students. Our students are encouraged to explore various ethnicities and study different geographies of the country and incorporate their needs and culture into their designs. We also take our students on numerous trips throughout the year, helping them discover and understand vernacular architecture throughout the country. The design topics or sites are chosen pan India to allow students to research different cultures and regions where they can understand different contexts in terms of social, economic, cultural, regional, environmental, and historical backgrounds. These measures not only promote harmony but also ensure the sensitization of their design ideologies.

Students who are not financially stable and come from economically weaker backgrounds are supported and assisted by our institute, assuring no lack in their experience and education. Our college celebrates all the festivals no matter big or small and ensures that holidays are given to students and staff on such occasions. We are proud to say that there has never been a single celebratory gathering or event that has not begun with the prayers of different religions. Language barriers are tackled by allowing our students to speak and express themselves through any medium and in any language, without hindrance. This inhibition-free environment lets our students think creatively as well as progressively.

Though the occurrence is sparse, discrimination or prejudice on any grounds against a student or staff member is promptly dealt with. We ensure that a healthy atmosphere is retained at the institute level and never allow any discrimination based on colour, caste, creed, or religion to creep in and dampen the effect of education which is the right of each and every human here on this planet.

The college also invites external jurors or examiners from all over the globe to share their diverse experiences with our students. These jurors provide insight to different cultures and backgrounds worldwide. Careful measures are taken to include even the disabled and atypical students in every activity and event. We take great efforts in catering to every student's special needs.

We have always believed in one philosophy with great ardour: love and brotherhood among all is the only religion.

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:

Response: In the last five years, Rizvi College of Architecture has undertaken several innovative academic and professional practices, two of which are listed below.

The best practices identified are as follows:

1. PROFESSIONAL TRAINING FOR STUDENTS THROUGH INTERNSHIPS THAT BOLSTER EMPLOYABILITY SKILLS.
2. STRIVING FOR AND ATTAINING HOLISTIC DEVELOPMENT BY FOCUSING ON THE MENTAL HEALTH OF BOTH STUDENTS AND FACULTY.

BEST PRACTICE 1

TITLE OF THE PRACTICE

1. PROFESSIONAL TRAINING FOR STUDENTS THROUGH INTERNSHIPS THAT BOLSTER EMPLOYABILITY SKILLS.

OBJECTIVE OF THE PRACTICE

Rizvi College of Architecture strongly believes in the mission of creating sincere professionals with a high standard of morals, ethics, intellectual honesty and sound ethics.

CONTEXT

This mission is implemented through an intense learning experience (via classroom teaching) and, most importantly, through architectural practice. Consequently, RCA focuses very strongly on providing professional training to students through an internship programme even before they graduate. As per the University of Mumbai B.Arch. curriculum, students in fourth year spend an entire semester (Semester 8)- approximately six months – on being interned with an architecture firm. The primary aim of internships is not only to increase the employability of students once they graduate as architects but also to prepare students for a professional role as architects in the service of humanity. Internships are similar to apprenticeship practise of earlier times, but one that is in tune with modern times. They help ease the transition from formal classroom learning to architectural licensing and practise.

THE PRACTICE

Students at Rizvi College of Architecture have found internships from all over the country Compartment S4, Rajoo and Padmaja Pradhan, TS Designs, and others. Many students travelled to different cities in pre – Covid times and found a stimulating and learning environment as interns. Students not only gained technical skills, but also soft skills such as teamwork, independence, effective communication, and

negotiation skills that comes in handy with future projects and eventual clients.

EVIDENCE OF SUCCESS

Students who successfully complete internships have developed strong presentation skills, improved their construction and working drawings and have very clear 3D visualizations and rendering skills. Students have gained knowledge to create realistic physical models, and, in some cases, become extremely proficient in at least one or two architectural software programmes such as AutoCAD and SketchUp. Most importantly, students have gained a basic understanding of local codes and regulations as well as any other laws that may apply. Eventually, the experience gained from internships becomes indispensable in eventually planning and research of student's thesis work, a requirement in the final year of architecture.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The most difficult problem is to find internships suitable to students' needs. As the number of architects increase, firms or even individual practicing architects sometimes put a limit to hiring interns. Students have to be very proactive in getting these internships as they are absolutely invaluable in providing the professional training required at this stage of student's academic education. RCA tries to reach out to many of the potential employers through its wide global network and

BEST PRACTICE 2

TITLE OF THE PRACTICE

1.STRIVING FOR AND ATTAINING HOLISTIC DEVELOPMENT BY FOCUSING ON THE MENTAL HEALTH OF BOTH STUDENTS AND FACULTY.

OBJECTIVE OF THE PRACTICE

In present times, mental health of both students and faculty members is crucial in one's holistic development, including personality development and achieving academic excellence. With this aim in mind, Rizvi College of Architecture has taken steps to ensure the same.

CONTEXT

The years that a student spends in college are crucial since these shape students' eventual approach and attitude towards life. A student spends five years learning the intensive course and is many times short of time as he/she strives to complete timed assignments and appear for semester end examinations. Many students find this rather stressful. Further, many students face a tense family background and, this, along with academic competitiveness can create severe mental health problems. Rizvi College of Architecture has a part time trained clinical psychologist, specialising in educational and clinical psychology to engage with the students every semester and provide counselling to students who specially seek them.

THE PRACTICE

COVID – 19 had wreaked havoc for many of us as we grappled to come to terms with online education and an almost complete lockdown. Students sign up for individual counselling with the counsellor for a set of sessions. The sessions between the student and the counsellor is confined to only the two of them. The counsellor helps students overcome all the issues related to academic performance and family issues, thereby helping them to perform better in class. Overall, it also helps to build confidence among the students to know through gentle counselling that their ‘issues’ are acceptable and that there are solutions for them. The college lays a great deal of importance on individual counselling and it has helped several students in a very positive manner. The college also organizes workshops with counsellors for faculty as well. In 2018, the faculty was introduced to nine soft skills topics through an interplay of games, quizzes and other exercises.

The focus was on the following skills:

- ◆ Building Emotional Intelligence
- ◆ Problem Solving and Decision Making Skills
- ◆ Innovation and Creativity
- ◆ Communication Skills through Positive Body Language
- ◆ Interpersonal Relationships
- ◆ Time Management

All these skills help to resolve any issues related to lack of confidence or self-belief and help build soft skills in the process. This goes a long way in developing a positive mental health.

EVIDENCE OF SUCCESS

Both students and faculty benefited enormously from the workshops organised by the college. Students who asked specifically for individual counselling showed an improvement not only in academic studies but also in developing confidence and improving interpersonal skills.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

One of the main issues related to this exercise was to draw out the students who really needed help. Some are extremely shy and introverts and societal taboos on discussing mental health issues were major impediments to the process. Our college has the resources in the form of trained counsellors. What is definitely required is the initiative on the part of students themselves to come out and take all the help that the college provides.

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:

Portray the performance of the Institution in one area distinctive to its priority and thrust.

The intent of Rizvi College of Architecture since its inception has been of exploring design beyond the normative in the area of architectural explorations and sustainable development and to be of service to the city in capacities shared by the students and members of the faculty. The quality of education in the college has been more hands-on to instigate thinking whilst building and to design-build, while simultaneously being supported with various initiatives to enable holistic development of the students.

Documentation Study and Recognition

The primary goal of our program is to offer students a unique opportunity to explore the vast cultural resources that our country has to offer. By examining the various architectural vernaculars to changing regional, climatic, and cultural dimensions, students are consistently exposed to learning from the craftsmen so they can acquire a fresh perspective on ways to approach design concerns. This approach is a significant departure from the traditional classroom or studio processes, which may tend to limit the scope of learning material dynamics, socio-cultural constructs and qualitative nuances human behaviour in settlements. In addition to learning from such country wide visits curated by the faculty members each year, the program is designed to give agency to the communities that students engage with. Specifically it has been a deliberate attempt to learn from traditional methods, and ideate as per contemporary frameworks of space making and vision building that architecture thrives in. The yearly program seeks to help students analyse settlement patterns as a response to culture, occupational needs, and traditions, along with their evolving needs, in the rural and urban contexts. The study program across its various stages, from the documentation and survey to the representation and consequentially to the exhibition stages, follows up to generate a larger dialogue to engage stakeholders and to bring to the forefront critical learnings and socio-spatial methods that the fraternity could benefit from.

The institute has in the last 5 years produced four documentation works. The studies in areas – Mandargarh village in Maharashtra, Shanag in Himachal Pradesh and Jhuntamara in Odisha were undertaken by second year students to catalogue the vernacular tectonics and everyday practices in villages. These works were highly recognized by various other institutes and of these the studies at Shanag and Jhuntamara were awarded First prize consecutively for two years by INTACH, New Delhi.

In 2019 the study carried out in Indore was intended to catalogue the housing conditions of two noted housing initiatives – Aranya Housing by Ar. B.V. Doshi and Slum Networking model by Himanshu Parikh. This study was a funded research program for the Aga Khan Trust and eventually the curricular work done by the fourth students was published and received accolades. Similarly in 2021-22, the third year students had conducted a documentation program to engage in dialogues with the contesting Koli fisherfolk at Sassoon Docks, Mumbai which was presented in the format of charette at various venues, including online exhibitions.

Dialogues with the City and Design Fraternity.

The institute has been conducting its renowned International Conference for Humane Habitat for the last 15 years, and continued with two more of its sessions in 2017 and 2018. The format of the conference would be to engage in dialogues with experts and leading practitioners in the field of design, construction and sustainable development. The conference would be a 3-4 day affair culminating with an International Design Competition, that received overwhelming responses from architecture schools around the world. In January 2019, the college had continued with the conference, however rebranding it as per themes. The theme for 2019 was Samudaay, representing value in collective. Here, various academicians and practising architects had participated in dialogues. The conference culminated with the launch of the student work in the form of a book titled- Indore: Dialogues in existence.

In January 2020, the next session of the conference was titled APIC – “Architecture & People International Conference”. The curated talks shed light and the renowned speakers participated in discussing the role of human interventions in the physicality of architecture. The conference was rebranded as “Voices of Mumbai” in 2022 to collaborate with anthropologists, urban planners and conservation architects working in the ambit of heritage and evolutionary studies of Mumbai. This was conducted online and had a wider outreach and participation from professionals and academics from around the country. The conference concluded with student exhibitions of their curricular works and the documentation studies of Sassoon Docks and Uttan Village undertaken by the third and second year students respectively.

The college has had many of its student teams participate in national and international competitions bagging coveted awards and recognition for their design skills. The college on a yearly basis in the months of November and December would participate in the National Association of Schools of Architecture convention where the students in collaboration with the faculty members would produce works that would win awards, the same continued through 2017, 2018 and 2019.

In addition to student recognition, many of the faculty members have received best teacher awards from the Maharashtra Association of Schools of Architecture, for their design or technical dissemination skills. This has been possible because of a tightly knit framework of teaching methodologies being followed by all as a team and by allowing for critique and reworking over time.

In attempts to extend its expertise for the greater good of the city, the college on many occasions has conducted special guest lectures, has conducted guided walks to bring to the attention pressing concerns related to state of the built environment in the city. These initiatives were received by the city very well.

5. CONCLUSION

Additional Information :

Rizvi College of Architecture (RCA) has consistently played a pivotal role in the architectural discourse, demonstrating its commitment to knowledge advancement through its history of hosting key conferences. An exemplary illustration of this commitment is the International Conference on Humane Habitat (ICHH).

Launched in 1998, the ICHH became a remarkable annual event at RCA, garnering global attention. Over a span of two decades, the conference had an impressive run of 21 episodes, concluding in 2018. Each edition brought together experts, scholars, and students worldwide, focusing on developing sustainable, humane habitats. The conference underscored RCA's commitment to ethical architectural practices and provided a platform for innovative ideas, best practices, and research findings to be shared.

Another significant stride in RCA's history was hosting the Architecture and People International Conference (APIC) in 2020. The conference attracted esteemed panelists from India and around the globe, further solidifying RCA's standing as an epicenter for architectural discourse. APIC 2020 emphasized the intricate link between architecture and people, underscoring the importance of designing spaces that respect and enhance human experiences.

APIC 2020 became a thought-provoking forum for discussions about architecture's role in shaping human lives and how architects can design more inclusive, accessible, and humane spaces. It also addressed contemporary architectural practice's social, cultural, and environmental challenges.

These conferences fostered an academic environment at RCA that encourages critical thinking, innovative problem-solving, and commitment to social responsibility. They align with RCA's mission of contributing meaningfully to the architectural discourse and shaping future architects equipped to create sustainable habitats.

In conclusion, RCA's commitment to intellectual discourse is exemplified by hosting esteemed conferences like ICHH and APIC 2020, reinforcing its status as a leading institution in architectural education. RCA continues to significantly influence architectural discourse, both in India and globally. Its enduring dedication to the field is evident as it shapes the architects of tomorrow, equipped to create humane, sustainable spaces.

Concluding Remarks :

The Rizvi College of Architecture (RCA), located in Mumbai, India, is a leading institution for architectural education in the country. The college offers undergraduate program in architecture, a postgraduate programme in Urban Design, and a certificate programme in interior design. The B. Arch and M. Arch programmes affiliated to University of Mumbai and are approved by Council of Architecture (COA), India.

As the Principal of the Rizvi College of Architecture, my vision is to foster an institution that is globally recognized for its cutting-edge architecture education, research, and innovation. Our curriculum emphasizes critical thinking, creativity, and hands-on experience. It provides a rich blend of theoretical knowledge and practical skills, leveraging our dynamic faculty's expertise and our extensive industry connections.

Our state-of-the-art facilities, which include design studios, workshops, and auditoriums, enrich our students'

learning experiences. Our library and IT resources further support academic pursuits, while our commitment to inclusivity is reflected in our infrastructure, which accommodates diverse needs.

We believe in nurturing our students beyond academics. Through scholarships, counselling, clubs, and a proactive placement cell, we ensure comprehensive student support. Our vibrant campus life, encompassing festivals and conferences, further enhances the RCA experience.

Our leadership and management approach is participative, with a strong emphasis on strategic planning and continuous improvement. We have created an environment that fosters innovation, integrity, and a commitment to excellence.

Our institutional values are deeply rooted in promoting academic integrity, inclusivity, environmental sustainability, and social responsibility. We strive to instil these values in our students, faculty, and staff and reflect them in our practices and initiatives.

However, we acknowledge our challenges, such as keeping pace with the rapidly evolving architectural landscape, maintaining our competitive edge, integrating sustainability into all aspects of our work, promoting inclusivity and diversity, managing our limited space effectively, and maintaining strong industry connections. Yet, we view these challenges as opportunities for growth and improvement.

In conclusion, RCA is committed to fostering an inclusive, innovative, and inspiring learning environment that equips our students to contribute significantly to the field of architecture and to make a positive impact on society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>																				
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0.0664</td> <td>8.64</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0.0664	8.64	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0.0664	8.64	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>1</td> <td>9</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>1</td> <td>9</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Remark : Some programs are not in assessment period, Hence input edited accordingly.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	15	1	9	3	3	2021-22	2020-21	2019-20	2018-19	2017-18	10	1	9	3	3
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	1	9	3	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	1	9	3	3																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in</p>																				

national/ international conference proceedings per teacher during last five years**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	7	8	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	05	05	3

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 46

Answer after DVV Verification: 46

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : Input edited from supporting documents.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited from supporting documents provided for clarification.

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

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*

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Only University / state/ national or international achievements will be considered. Hence input edited accordingly.

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : Input edited from supporting documents provided for clarification.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
11	45	8	2	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	08	15	01	9

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	56	0	0

Answer After DVV Verification :

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

Remark : FDPs Less than 5 days will not be considered, Excluding beyond assessment period FDPs and multiple participation in the same academic year will be considered as one. Hence, input edited accordingly.

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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited from supporting documents provided for 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>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>368</td> <td>406</td> <td>346</td> <td>400</td> <td>396</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>342</td> <td>406</td> <td>346</td> <td>400</td> <td>396</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	368	406	346	400	396	2021-22	2020-21	2019-20	2018-19	2017-18	342	406	346	400	396
2021-22	2020-21	2019-20	2018-19	2017-18																	
368	406	346	400	396																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
342	406	346	400	396																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 50</p> <p>Answer after DVV Verification : 76</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	34	43	45	48

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	34	43	45	48

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
134.87	54.29	141.38	182.45	181.45

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
75.51	50.60	125.15	154.30	158.51