



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **BOMBAY SUBURBAN ART AND CRAFT EDUCATION SOCIETY L.S. RAHEJA SCHOOL OF ARCHITECTURE**

**BOMBAY SUBURBAN ART AND CRAFT EDUCATION SOCIETY L.S. RAHEJA  
SCHOOL OF ARCHITECTURE, RAHEJA EDUCATION COMPLEX, PLOT NO.341,  
KHER NAGAR, BANDRA (EAST), MUMBAI-400051**

**400051**

**[www.lsrta.edu.in](http://www.lsrta.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

L.S. Raheja School of Architecture, with a legacy of 70 years, has been a pioneering institution in the field of architecture education. Founded by the "Bombay Suburban Art and Craft Education Society" in Maharashtra, the school's journey began as the Bandra School of Art in a small premise in Bandra West. It offered a rigorous 5-year full-time professional course providing a Government Diploma in Architecture, the program gained recognition from the Directorate of Arts and in 1972 it acquired equivalence from the Human Resource Department. Subsequently, the course shifted under the Directorate of Technical Education and gained approval from the Council of Architecture, in 1973.

In 2007, after affiliating with the University of Mumbai, the school introduced an unaided 5-year full-time Bachelor's in Architecture (B.Arch.) degree course, approved by the Government of Maharashtra and recognized by the Council of Architecture for registration under the Architects Act. Relocating to the Raheja Education Complex in Khernagar, Bandra (East), provided improved facilities and accessibility.

Currently, the institution offers a 5-year full-time undergraduate B.Arch. program, running for the past sixteen years, and a 3-year full-time Bachelor of Vocation Degree Program in Interior Design (B.Voc. (ID)), established for five years. In 2016, a part-time Masters program in Landscape Architecture was initiated. Unfortunately, due to administrative challenges, the institute ceased new admissions to this program from 2020-2021 and is finalizing its closure.

L.S. Raheja School of Architecture boasts a remarkable history of architectural education evolution. From its humble beginnings, it grew to offer recognized programs and affiliations, fostering architectural talent over the years. Despite dynamic program challenges, the institution's commitment to quality education remains steadfast.

With a host of esteemed alumni to further guide them, ranging from distinguished architects in profession to professors and directors in several well known architectural institutes, the students of L.S.Raheja School of Architecture have proved their position among the leading colleges at the National Level.

### **Vision**

The Institute envisions itself as a renowned learning community engaged in exemplary teaching and research; by creating entrepreneurs who have been trained in understanding design as a broad humanistic and scientific discipline with technical skills complemented by personal vision and ethical perception.

### **Mission**

Institute aims to create a dynamic institution of learners through creative and critical thinking and dedication to high standards so as to strive for excellence and foster the spirit of professionalism by creating a culture of constant improvement. The mission of the Institute is to prepare students to evolve with the ever changing world by offering comprehensive, high quality programmes and services that respond to the needs of the

industry in order to produce leaders that meet the demand of a globally challenging architectural profession through sound training. The Institute endeavors to support diversity thereby adopting a holistic approach through the process of lifelong learning.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

The L.S. Raheja School of Architecture, operating as the CSR arm of K. Raheja Realty and governed by the Bombay Suburban Art and Craft Education Society, holds a prominent position in the realms of architecture, design, and academia. Renowned for its commitment to quality education, the institute thrives on fostering Industry-Institute interaction and communication. This is achieved through partnerships with professionals in architecture, interior design, engineering, management, sustainability, art, and technology. The institute facilitates numerous seminars and workshops throughout the year, addressing a wide array of subjects ranging from advanced technologies like BIM and AI to fundamental skills such as wooden joinery and brick arches, often delivered through practical workshops.

Balancing tradition and modernity, theory and practice, academia and execution, the institute employs a range of initiatives to provide students with a comprehensive educational experience. The faculty selection process is rigorous, favouring candidates with a blend of professional and teaching experience, effective communication skills, and sensitivity. Ongoing teacher training programs and encouragement for further education ensure that the faculty remains proficient and up-to-date.

Subject assignments are aligned to faculty qualifications and expertise, ensuring an optimal learning experience for students. Visiting faculty, possessing specialized practical knowledge, bridge the gap between academics and practice. This integrated approach, encompassing both core and visiting faculty, equips students for the dynamic professional world.

The institute's infrastructure is noteworthy, characterized by spacious, well-planned, and equipped facilities. Positioned in a tranquil yet accessible locale, it provides an ideal environment for learning. Offering full-time bachelor's degree courses in architecture and interior design, the institute is committed to advancing the fields by imparting education to both students and budding professionals. Through its association with K. Raheja Realty and the Bombay Suburban Art and Craft Education Society, the L.S. Raheja School of Architecture stands as a beacon of quality education, fostering connections between academia and industry while nurturing the next generation of architects and designers.

### **Institutional Weakness**

The institute acknowledges its current weaknesses as opportunities for future growth. The faculty and management are committed to delivering quality education, yet they recognize the need for collaborations with national and international architectural institutions, universities, and practices to fully realize their vision. Unfortunately, the institute has yet to explore this avenue. Another area of improvement is the establishment of a research cell. Currently, the staff's engagement in research work and publication is lacking, resulting in a deficit of credible and consistent research output. Despite establishing a design cell in 2019 that has undertaken diverse projects, including religious precinct proposals, resort master plans, and flood relief housing for the PAANI foundation, the cell has not fully tapped into its potential for expansion.

While the institute exposes students to green and sustainable practices, it grapples with integrating these principles into its daily operations. Despite boasting a 70-year legacy, the L.S. Raheja School of Architecture possesses a considerable number of alumni active in the architectural field globally. Regrettably, alumni involvement is mostly limited to roles such as visiting faculty, external jurors during exams, or occasional guest speakers.

To overcome these challenges, the institute must prioritize collaboration with architectural institutions, both nationally and internationally, to enrich its educational offerings. The establishment of a robust research cell is imperative, requiring a more proactive engagement of staff in research endeavours and publications. The design cell's potential should be fully harnessed, potentially yielding innovative projects and contributions to the architectural discourse. The integration of sustainable practices into everyday operations is crucial for the institute to align with its teachings. The institute should also explore avenues for greater alumni engagement, tapping into their expertise and experience to enhance the educational experience. Through these concerted efforts, the L.S. Raheja School of Architecture can strengthen its position, foster growth, and continue its legacy of providing quality education for future architects.

### **Institutional Opportunity**

In the forthcoming academic years, the L.S. Raheja School of Architecture plans to bolster its educational offerings by forging collaborations with both national and international universities, as well as architectural and design institutions. This strategic move aims to provide students with extensive learning prospects through seminars, workshops, and exchange programs. Recognizing the uniqueness of each partner institution, the institute envisions a platform for the exchange of ideas, philosophies, and cross-cultural learning that emerges from these differences.

To foster a culture of research, the institute intends to establish a research cell that will encourage both faculty and students to engage in research as an integral part of their academic and extracurricular activities. Incentives will be provided to staff for the publication of research articles, thereby enhancing the institution's academic contribution and reputation. The accomplishments of the design cell will be showcased on the institute's website to increase visibility, attracting new projects and opportunities.

Leveraging its identity as a design school, the L.S. Raheja School of Architecture aims to promote sustainable practices by utilizing paper and recyclable materials, thereby encouraging reuse and recycling strategies. The institute will implement policies to create and maintain an environmentally friendly campus, incorporating awareness about reducing, reusing, and recycling into extracurricular initiatives.

The institute acknowledges the potential of its alumni network and plans to invigorate its engagement. In the upcoming academic years, efforts will be directed towards encouraging alumni registration and fostering a more robust alumni association. Financial aid in the form of scholarships will be sought from the alumni association to support deserving students. Additionally, the institute aims to tap into the expertise of its established alumni by seeking internship, employment, and entrepreneurship opportunities for its students.

Through these initiatives, the L.S. Raheja School of Architecture is poised to enrich the educational experience, strengthen its research capabilities, promote sustainable practices, and enhance alumni involvement. This holistic approach will contribute to the institute's growth, reputation, and its mission to provide exceptional education in the fields of architecture and design.

## **Institutional Challenge**

Over the course of seven decades, L.S. Raheja School of Architecture has earned a reputation synonymous with high-quality education, drawing students from across the country. Despite its prime and easily accessible location in Mumbai, the absence of residential facilities poses a challenge for the institute. This limitation can make potential outstation students hesitant to seek admission, impacting the overall student experience.

Moreover, the absence of a PhD cell for the Architecture program within the University of Mumbai poses a constraint for faculty members who wish to pursue a PhD. This limitation necessitates that faculty seeking PhDs must explore opportunities in other universities, entailing logistical, financial, and time-related challenges.

The institute currently occupies three out of seven floors within an educational complex. The remaining floors are allocated to management and hospitality institutes managed by the Bombay Suburban Art and Craft Education Society. This spatial constraint presents a challenge in terms of expanding the premises of the L.S. Raheja School of Architecture. Consequently, this limitation hampers the institute's ability to introduce additional programs to cater to a broader range of educational offerings.

In light of these challenges, the institute could consider exploring options for addressing the residential facility issue, possibly through partnerships with nearby accommodations or through dedicated student housing initiatives. Additionally, advocating for the establishment of a PhD cell specific to Architecture within the University of Mumbai could alleviate the constraints faced by faculty members interested in pursuing higher degrees. While infrastructural expansion may be challenging, creative solutions such as optimizing the use of existing spaces or exploring off-campus teaching facilities could potentially allow for program diversification despite the current limitations.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institute provides holistic education in the fields of Architecture and Interior Design, preparing students for the evolving global industry. By adhering to mandated syllabi while fostering pragmatic thinking, the Institute aims to equip students with practical skills. Their academic curriculum is well-planned to balance coursework, co-curricular, and extracurricular activities, promoting time management and personal well-being.

The Institute ensures effective curriculum delivery through a thoughtfully designed system. Course outcomes are aligned with program goals, emphasizing practical application. Additionally, the availability of choice-based subjects allows students to tailor their learning experience. The Institute focuses on creating graduates who are industry-ready by carefully selecting subjects that meet the demands of the professional realm.

Sensitivity to societal, cultural, and global contexts is nurtured through various initiatives, enriching the students' perspectives. A robust feedback mechanism involving stakeholders aids continuous improvement and maintains curriculum strength. This approach not only emphasizes academic excellence but also encourages practical skills, cultural awareness, and a connection to real-world challenges.

In essence, the Institute strives to create a comprehensive educational journey for Architecture and Interior Design students. By combining theoretical knowledge with practical application, considering individual preferences, and fostering global awareness, the Institute equips students to excel in their careers while maintaining a balanced and well-rounded lifestyle.

### **Teaching-learning and Evaluation**

Admissions to the Architecture program at the Institute are overseen by the Directorate of Technical Education (DTE) of the Maharashtra State Government. The admission process is fair and transparent and information is readily available on the DTE's website. The Institute ensures diversity and inclusivity by accommodating admitted students from various backgrounds.

To maintain the required student-teacher ratio, the Institute employs a mix of full-time faculty and visiting industry professionals. The faculty selection process is rigorous, involving lecture delivery evaluations and interviews. Faculty members are preferred to have a minimum of two years of industry experience, ensuring a practical approach to teaching. The existing faculty boasts diverse qualifications and experience in architectural and interior design fields.

The teaching approach is creative and student-centered, fostering experiential and investigative learning. Students with learning disabilities receive tailored guidance and attention. Continuous internal evaluations provide opportunities for students to address and improve the deficiencies. The examination system adheres to Mumbai University's regulations, and a quality assurance cell reviews end-of-semester and end-of-year feedback from students and other stakeholders, ensuring transparency in the teaching, learning, and evaluation processes.

Faculty designs comprehensive teaching plans aligned with course outcomes, considering the annual schedule with holidays, vacations, and events. Program outcomes are tailored to the institution's overall vision and mission, encompassing the design-focused nature of the programs.

Faculty are encouraged to pursue higher education and stay updated through training programs, workshops, and seminars. Performance appraisal includes student feedback, which management uses to assess faculty members' performance, provide growth opportunities, and facilitate improvement. This comprehensive approach underscores the Institute's commitment to quality education, industry relevance, and continuous improvement.

### **Research, Innovations and Extension**

The L.S. Raheja School of Architecture has cultivated a dynamic ecosystem that fosters innovation and knowledge sharing. Their teaching approach emphasizes a holistic education, encouraging students to explore comprehensive solutions. Notably, collaborative research and design projects with institutions like the University of Pennsylvania and Penn State have been recognized and published in 'JSTOR', showcasing the institute's impactful contributions.

Beyond the classroom, the institute engages in extension activities to sensitize students to societal issues and cultural diversity. Design briefs incorporate socio-economic and socio-cultural analyses of sites, empowering senior students to derive unique insights for thoughtful design solutions.

Research endeavors undertaken by students, including design dissertations, are deeply rooted in a contextual understanding of social, cultural, economic, and environmental aspects. Several of these initiatives have garnered both national and international acclaim, even capturing the attention of local authorities for potential implementation.

Practical exposure is a key aspect of the curriculum, demonstrated by trips to rural Maharashtra for documentation of temple and heritage architecture. Collaborative initiatives with the Maharashtra Step Well Campaign and Maharashtra Baarav Sanvardhan focus on preserving ancient water bodies, showcasing the institute's commitment to tangible impact beyond academics.

Industry integration is another highlight. It has established partnerships with organizations like IGBC Students Chapter and Glass Academy Foundation. These collaborations enable students to access lectures on sustainability, green practices, and specialized courses like the Effective Use of Glass in Architecture.

In addition, the institute places a strong emphasis on value-added collaborations. Partnering with the Red Dot Foundation, the institute conducts workshops on preventing sexual harassment and safeguarding children from sexual offenses. Through training youth leaders, the institute aims to promote gender sensitivity and bring a positive change using the platform of social media.

L.S. Raheja School of Architecture has cultivated an environment of innovation and knowledge exchange. Their multifaceted approach to education, including collaborative research, practical engagements, and industry partnerships, underscores their commitment to a well-rounded and impactful learning journey.

## **Infrastructure and Learning Resources**

The Institute prides itself on its cutting-edge infrastructure and top-notch facilities. Students enjoy spacious, well-lit, and ventilated classrooms, as well as lecture rooms and common areas. Each classroom is equipped with soft boards, drawing boards, wireless LCD projectors, microphones, and speaker facilities to enhance the learning experience.

The Institute's facilities extend to material labs, a canteen, a computer lab, a library, restrooms, and a first aid room. To ensure relevance, the material and surveying leveling labs are regularly updated with new samples, while outdated ones are discarded. The canteen's hygiene and food quality are under the regular scrutiny of the principal.

The air-conditioned computer lab is equipped with up-to-date software necessary for the various courses. Charts are prepared to efficiently allocate computer and material lab usage, and staff members are appointed to oversee their utilization. The entire campus is Wi-Fi-enabled, and CCTV monitoring and full-time security personnel maintain safety.

Additional amenities include an air-conditioned multipurpose hall, a seminar hall, common rooms for both girls and boys, and a gym available for student use. The library adheres to mandated norms, carefully curating its collection. The library committee ensures a balance between new and classic literature, considering both emerging topics and foundational theories.

Maintenance and cleanliness are priorities for the Institute. A dedicated housekeeping staff ensures round-the-clock cleanliness. Separate restrooms are provided for staff and students, equipped with amenities like hand

dryers and sanitary napkin dispensers, promoting convenience and hygiene.

In summary, the Institute prides itself on its state-of-the-art facilities. From modern classrooms to well-equipped labs, a meticulously curated library, and comprehensive hygiene measures. The Institute is dedicated to providing a conducive and comfortable learning environment for its students.

### **Student Support and Progression**

The Institute is dedicated to the comprehensive development of its students, focusing on curricular, co-curricular, extracurricular, and professional growth. Government scholarships are extended to eligible students during admission, and those from financially disadvantaged backgrounds are guided towards scholarships such as the MCHI CREDAI scholarship, and the Institute's CSR initiatives. Amid the pandemic, the Institute provided zero-interest monthly installment options, and deserving candidates received fee support from the Trust.

Acknowledging exceptional achievements, the Institute rewards outstanding students, such as a postgraduate winner of the DIADA award receiving a significant cash prize of 3 lakh rupees. Guidance for further studies and career paths is provided, including counseling on employment opportunities and specializations. Seminars and events shed light on national and international study prospects, with personalized faculty counseling.

Prominent in its extracurricular endeavors, the Institute hosts the annual 'AAKAR' college festival, engaging students in sports, cultural events, seminars, and workshops. Concessions are granted to students participating in sports competitions, with assistance for catching up academically. A robust Student Council, Anti-ragging Committee, and College Women's Development Committee ensure prompt grievance redressal.

The Institute's Alumni Association plays a vital role, facilitating networking and placements during internships and post-graduation. Alumni also contribute as visiting faculty members, enriching the educational process with their diverse experiences. Students receive personal training from faculty on crafting portfolios and submitting applications. Guest lecturers conduct workshops on job application protocols.

The Institute's student-centric approach encompasses financial assistance, career guidance, and extracurricular involvement. Its Alumni network, faculty mentorship, and focus on practical skills equip students not only for academic success but also for flourishing in their chosen careers.

### **Governance, Leadership and Management**

With a legacy spanning seven decades, L.S. Raheja School of Architecture is backed by the dedicated leadership of the Bombay Suburban Art and Craft Education Society and K. Raheja Realty. The leadership ensures both educational excellence and a fair fee structure. Supported by management and guided by a capable Principal, the Institute has garnered acclaim nationwide and attained top positions among Indian institutions. Transparency, both administrative and academic, is a cornerstone of the leadership's approach.

The Institute's leadership is committed to fostering exemplary teaching, research, and entrepreneurship in architecture and interior design. Faculty selection is meticulous, focusing on competence and qualifications. Empowerment of staff is prioritized through effective delegation of powers. A friendly and conducive atmosphere is promoted, along with equal opportunities for everyone to excel. Acknowledging the value of



ongoing knowledge enhancement, the leadership encourages staff to pursue educational upgrades and quality improvement programs, bolstered by feedback mechanisms.

The Institute maintains financial transparency through detailed annual budgeting and subsequent expense monitoring, comparing actual expenditures against the proposed budget and conducting yearly financial audits. Staff appraisals are also an integral part of the process.

A governance structure is established to ensure efficient operations. The Governing Council, College Development Committee (CDC), and College Women's Development Committee (CWDC) oversee governance, with an Anti-Ragging committee and elected Students' Council in adherence to Mumbai University's directives. These committees convene regularly to address grievances, strategize administrative and academic enhancements, and ensure holistic development.

To harmonize the functioning of these governing bodies, the Institute has established an Internal Quality Assurance Cell. Decisions made by these bodies are meticulously planned and executed, contributing to the overall advancement of the Institute.

L.S. Raheja School of Architecture's seven-decade legacy is characterized by dedicated leadership that upholds educational excellence, transparency, and overall development. Through meticulous governance, faculty empowerment, and financial transparency, the Institute has consistently excelled, securing a prominent position in the field of architecture and interior design education.

### **Institutional Values and Best Practices**

L.S. Raheja School of Architecture upholds rigorous educational standards while also cultivating students as responsible citizens. The Institute consistently initiates activities that sensitize students to societal, cultural, and economic diversity. Extracurricular events during festivals and commemorative days emphasize India's rich cultural heritage. Through debates, discussions, and various subjects, students explore constitutional rights, national and international policies, and architecture's environmental impact. This equips them to be both sensitive citizens and competent professionals in a rapidly evolving society.

With a global citizenry in mind, the Institute launched the 'INSIGHTS' Lecture Series in 2014. This series fosters dialogues among professionals, academics, and students. Over the past decade, 'INSIGHTS' has evolved to include various national and international locations, adapting to online formats during the pandemic. This diversity allows the Institute to engage industry stalwarts worldwide, covering domains from architecture to entrepreneurship and extends to allied and other fields for broadening the vision and exposure of students .

Recognizing the pressures faced by design students, the Institute and its student body organize the week-long Annual Festival 'AAKAR'. This event promotes artistic expression, extracurricular growth, and camaraderie. It encompasses sports, cultural activities, academic exhibitions, workshops, seminars, and more. This tradition, dating back decades, has evolved into a student-led endeavor with faculty and management support.

The Institute strikes a balance between academic learning and practical exposure. Students engage with real-world issues through design and research projects, fostering empathy and holistic problem-solving. Initiatives like 'INSIGHTS', site visits, and study tours provide industry insights, complementing academic knowledge. This comprehensive approach shapes well-rounded, informed professionals prepared for the global arena.

L.S. Raheja School of Architecture stands as an institution that not only imparts education but also nurtures responsible citizens and well-prepared professionals. Its commitment to holistic learning, ethical values, and industry integration underscores its dedication to producing adept individuals equipped for the dynamic challenges of the world.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Bombay Suburban Art and Craft Education Society L.S. Raheja School of Architecture
Address	Bombay Suburban Art and Craft Education Society L.S. Raheja School of Architecture, Raheja Education Complex, Plot No.341, Kher Nagar, Bandra (East), Mumbai-400051
City	Mumbai
State	Maharashtra
Pin	400051
Website	<a href="http://www.lsrso.edu.in">www.lsrso.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mandar Vishnu Parab	022-31218777	9820122398	-	lsradmin@lsrsa.edu .in
Associate Professor	Mr.Anmol Warang	022-	9867608802	-	anmol.w@lsrsa.edu .in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

State	University name	Document
Maharashtra	University of Mumbai	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	11-07-2018	<a href="#">View Document</a>
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	<a href="#">View Document</a>	27-06-2023	24	

**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	Bombay Suburban Art and Craft Education Society L.S. Raheja School of Architecture, Raheja Education Complex, Plot No.341, Kher Nagar, Bandra (East), Mumbai-400051	Urban	0.927	4540.49

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BArch, Architecture,	60	XII	English	88	87
UG	BVoc, Interior Design,	36	XII	English	60	60

### 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	4				8				24			
Recruited	2	0	0	2	1	1	0	2	2	4	0	6
Yet to Recruit	2				6				18			
Sanctioned by the Management/Society or Other Authorized Bodies	3				6				18			
Recruited	3	0	0	3	2	2	0	4	9	9	0	18
Yet to Recruit	0				2				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	12	4	0	16
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	3	0	0	2	3	0	5	9	0	22
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		30	19	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	45	8	0	0	53
	Female	85	9	0	0	94
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	1	1	2	3
	Female	7	3	3	5
	Others	0	0	0	0
ST	Male	1	0	2	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	4	1	7	7
	Female	4	9	9	6
	Others	0	0	0	0
General	Male	41	31	43	37
	Female	75	93	69	80
	Others	0	0	0	0
Others	Male	16	7	5	4
	Female	11	6	11	7
	Others	0	0	0	0
Total		160	151	151	149

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The L. S. Raheja School of Architecture is dedicated to providing a holistic learning experience that encompasses a broad spectrum of disciplines and emphasizes an inclusive approach in its teaching methodology. This commitment to comprehensive education is evident in the institute's various co-curricular activities and innovative teaching methods. Central to the educational approach is the "Insights" talk series, workshops, seminars, and guest lectures. These activities are designed to expose students to insights from experts across diverse fields, contributing to their well-rounded development. Through these engagements, students benefit from a wellspring of knowledge spanning different domains.</p>
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The institute's curriculum is a fusion of humanities and technology, representing a harmonious integration of different aspects of education. This fusion is particularly evident in collaborative studios where assignments intentionally infuse the human dimension into project briefs. This approach ensures that students not only grasp the technological aspects of their education but also develop a keen awareness of the human implications of their work. The curriculum's structure is designed for flexibility, with credit-based courses and projects that enable innovative teaching and learning techniques. Core subjects, including Environmental Studies, Humanities, Urban Design and Planning, Architectural Design, Design Dissertation, Electives, College Projects, and participation in activities like NASA (National Association of Students of Architecture), converge to address real-world challenges related to communities and infrastructure. This is achieved through systematic processes of research, documentation, and design implementation. The institute places great importance on adhering to the guidelines set forth by the Council of Architecture. While following the prescribed admission and graduation procedures, the current program doesn't offer multiple entry and exit points, maintaining a linear progression through the curriculum. The faculty plays a vital role in promoting multidisciplinary research among students. The design briefs are thoughtfully curated to tackle prevalent challenges within the built environment, spanning various contexts. This encourages students to take on Design Dissertation topics aimed at finding innovative solutions to these challenges, further fostering their problem-solving skills and creativity. The ongoing "Insights" talk series is a highlight of the academic calendar. Distinguished guest speakers from allied fields enrich the learning environment by offering diverse perspectives. This initiative exemplifies the institute's commitment to creating a well-rounded, immersive educational experience. In addition to the talk series, the institute actively promotes multidisciplinary themes through workshops, seminars, co-curricular, and extracurricular activities. This approach broadens students' exposure beyond their core curriculum, preparing them to approach challenges with a comprehensive mindset. In essence, the L. S. Raheja

	<p>School of Architecture stands as a beacon of holistic education, fostering synergy across disciplines and emphasizing inclusivity. Through its dynamic curriculum, commitment to excellence, and diverse engagement initiatives, the institute shapes students into well-rounded professionals equipped to tackle complex challenges in the built environment and beyond.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) introduces a revolutionary approach to education, granting students unprecedented flexibility and personalization in their learning journeys. With ABC, students can accumulate credits from various institutions, enabling them to create unique paths of study. This system also supports multiple entry and exit points, catering to individual learning paces and life commitments. ABC acknowledges diverse forms of learning, promoting lifelong learning and skill enhancement. Customized learning plans empower students to take charge of their education, while credit recognition reduces redundancy. The transparency and portability of credits facilitate seamless transitions between institutions and boost employability. In essence, ABC transforms education into a dynamic, adaptable, and learner-centric experience. Every student enrolled at the institute is equipped with a Digital Grade (DG) locker, aligning with the provisions set forth by the National Education Policy (NEP). This innovative approach facilitates the management of academic credits. In a further stride towards student-centric flexibility, the institute has embraced the concept of multiple entries and exits within the program, a feature made possible through its registration under ABC. Empowerment lies at the core of the institute's philosophy, evident in its encouragement of faculty members to tailor their curricular and pedagogical methods within the framework of the syllabus. This dynamic approach ensures that the method of teaching and learning is tailored appropriately to the subject matter. A diverse array of teaching techniques is employed, ensuring accessibility to all students. This multifaceted approach includes providing reading materials, conducting intricate case studies, engaging in the creation of drafts, drawings, models, and charts. Collaborative learning, report writing, field visits, and interactions with industry experts all contribute</p>

to a rich learning experience. The academic journey is further enriched through lectures by distinguished professionals, stimulating group discussions, and immersive vertical studios. The institute is a staunch advocate of research-driven education and active participation in competitions, fostering a culture of exploration and innovation. By embracing these multifarious approaches, the institute strives to instill a profound understanding of subjects, critical thinking, and practical skills in its students.

3. Skill development:

The curriculum at the institute encompasses a diverse range of teaching methods, prioritizing holistic development through the integration of soft skills and vocational learning techniques. This comprehensive approach aims to equip students not only with academic knowledge but also with practical skills that are highly relevant in real-world scenarios. Artistic development is a key aspect of this approach, with students engaged in activities like drawing and sketching. These endeavors not only nurture artistic talents but also enhance visualization skills. Moreover, exposure to various drawing software enables students to navigate the digital realm proficiently. Hands-on workshops offer experiential learning, providing students with practical insights and a deeper comprehension of concepts. Beyond artistic talents, the institute recognizes the value of a well-rounded skill set. Students are encouraged to explore interests beyond academics, exemplified through opportunities for dance and music performances. These experiences foster self-expression, boost confidence, and enhance stage presence. However, the curriculum extends beyond artistic and performance skills. Communication skills are honed through diverse activities and projects. Event management and leadership skills are developed through experiential learning, equipping students with organizational and leadership capabilities. The curriculum also extends into specialized domains through Electives and Value Added Courses, offering exposure to software tools like AutoCAD, Revit, SketchUp, and skills such as GIS mapping, Building economics, Real estate management, and Facades. This enhances practical proficiency and equips students with industry-relevant skills, enhancing their employability. The faculty play a pivotal role beyond teaching, guiding

	<p>students towards positive values and responsible citizenship. Continuous interaction encourages qualities like empathy and integrity. Commemorating influential figures further underscores these values, providing students with inspiring role models. In conclusion, the institute's curriculum embraces diverse teaching methods, nurturing artistic talents, practical skills, soft skills, and values. This approach creates a holistic learning journey, preparing students not only for their professional pursuits but also for their roles as responsible and ethical members of society.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute emphasizes the seamless integration of India's rich knowledge systems into its educational framework, embracing Indian languages, culture, and digital platforms. Subjects like History of Architecture and Humanities delve into traditional knowledge systems, with faculty intentionally infusing Indian ethos into teachings and assignments. This strategy aims to sensitize students to their heritage, fostering pride in Indian culture, language, and traditional wisdom. In architectural and allied design disciplines, the curriculum is finely tuned to contextual outcomes, keenly appreciating the sociocultural backdrop. The design briefs reflect a deep understanding of these contexts, resulting in outcomes that are not only functional but also resonate with the local ethos. Faculty members have actively participated in Field Training Programs (FTPs) to immerse themselves in traditional knowledge systems. Remarkable initiatives include documenting step wells under the Maharashtra Stepwell Foundation and researching the traditional text 'Mayamatam', both aimed at preserving and propagating indigenous wisdom. The teaching staff hails from diverse cultural backgrounds and languages, recognizing the need for inclusivity and effective communication. Acknowledging that some students might face challenges in understanding English, the primary medium of instruction, the faculty proactively takes steps to bridge the gap. This is achieved by delivering content in Hindi and Marathi, ensuring that language barriers do not hinder students' access to education. Furthermore, the integration of online courses stands as a testament to the institution's commitment to adaptability and accessibility. Leveraging digital platforms, courses</p>

are designed to accommodate the preferences and convenience of modern learners. This not only enhances the reach of education but also aligns with the evolving landscape of education, making learning more engaging and flexible. In essence, the institute's approach celebrates the diversity and depth of Indian knowledge systems. By infusing teachings with traditional wisdom, promoting native languages and culture, and embracing online education, it creates a holistic learning environment that prepares students not only for academic success but also for a profound understanding of their cultural roots and societal responsibilities.

5. Focus on Outcome based education (OBE):

At the heart of the institute's educational approach lies a dedicated commitment to Outcome Based Education (OBE). This methodology is underscored by well-defined project and course outcomes that set the stage for a comprehensive and purpose-driven learning journey. With a focused objective, the institute employs a broad framework that strives to achieve a range of valuable outcomes. A key facet of this approach is the integration of real-world practice and emerging trends within the curriculum. While adhering to the established academic path, the institute ensures that students are exposed to the practical aspects of their chosen field and are equipped to navigate the evolving landscape of their profession. By doing so, the curriculum not only imparts theoretical knowledge but also prepares students to apply that knowledge effectively in real-world scenarios. Diversity in teaching methods forms a fundamental component of the OBE strategy. Recognizing the varied learning styles and preferences within the student body, the institute employs a rich assortment of teaching techniques. This inclusive approach ensures that the entirety of the student cohort benefits from the teaching process, facilitating a well-rounded and comprehensive understanding of the subject matter. The institute's OBE framework takes a progressive trajectory throughout a student's academic journey. In the junior years, the focus is on observation, understanding, and the development of design skills that enable students to articulate their learning effectively. These foundational skills serve as a springboard for their future endeavors. As students advance to the senior years, the OBE approach shifts towards a more

systematic and comprehensive integration of knowledge. Senior year students are tasked with systematic data collection, analysis, and application within the context of design. This approach emphasizes not only the acquisition of knowledge but also its practical utilization. By anchoring design projects with a strong technical foundation, students are equipped to approach challenges with a holistic and informed perspective. In essence, the Outcome Based Education approach embraced by the institute encapsulates a proactive stance towards education. The clear definition of outcomes, incorporation of practical insights and futuristic trends, diversified teaching methods, and the structured progression of learning experiences contribute to a well-rounded education that prepares students to thrive in their chosen professions and contribute meaningfully to their fields.

6. Distance education/online education:

Embracing the transformative wave of distance education and online learning, the institute has harnessed modern technology to enhance the educational experience. The infrastructure is aligned with this paradigm shift, ensuring that students have access to the necessary tools. A dedicated computer lab facilitates digital exploration and learning, while classrooms are equipped with WiFi and projectors, enabling interactive and multimedia-rich instruction. The implementation of Google Classroom exemplifies the integration of technology into the educational process. This platform serves as a hub for assignment submission, evaluation, and the recording of grades and teaching plans. This streamlined approach enhances communication between instructors and students, creating an efficient and organized digital learning environment. The INSIGHT Talk series, a hallmark of the institute's commitment to enrichment, takes a leap into the digital realm. Renowned experts, both nationally and internationally, are invited to share their insights. Leveraging the power of online communication, many of these speakers have delivered master classes through virtual discourse. This not only expands the reach of knowledge but also brings diverse perspectives to students' screens, enriching their learning experience. The institute's dedication to accessibility is further amplified by the utilization of YouTube for live-streaming and archiving lectures.

By making lectures available in real-time and for later viewing, students are afforded flexibility in their learning journey. This approach recognizes the varied schedules and learning paces of modern students, allowing them to engage with content at their convenience. In essence, the institute's embrace of distance education and online learning speaks volumes about its commitment to staying relevant in the digital age. By providing cutting-edge technology, integrating online platforms for efficient management, and extending the scope of learning through virtual master classes and accessible lectures, the institute ensures that students are equipped to navigate the evolving landscape of education with proficiency and confidence.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Electoral Literacy Club (ELC) is currently in the process of establishment with 2 student representatives from each year of study, one from each class along with two faculty from the Institute to guide them in various ELC activities that would pan out throughout the year. The nodal officer will supervise the activities of the club and draft a report of the various activities in accordance with the mandate set forth by the district electoral director. The committee consists of the following members of the college:- 1. Nodal officer - Mr. Swanand Mahashabde 2. Assisting faculty - Ms. Mildred Jose and Ms. Gauri Tondvalkar 3. Two Student members i) First Year B. Arch - Yet to be admitted ii) Second Year B. Arch - Vedant Rathod and Anushka Bhopi iii) Third Year B. Arch - Anushka Waje and Rishu Pandit iv) Fourth Year B. Arch - Poorvi Agarwal and Bimal Mirchandani v) Fifth Year B. Arch - Divya Bhise and Sanika Pai vi) First Year B. Voc (ID) - Lucky Talreja and Shrunali Jadhav vii) Second Year B. Voc (ID) Sakshi Shukla and Harshada Pawar viii) Third Year B. Voc (ID) Kirti Kanther and Palak Sanga ix) First Year G.P.T. Dip (IDD) - Kunal Gurav and Mehak Suthar x) Second Year G.P.T. Dip (IDD) - Ashish Suthar and Vrushali Parmar xi) Third Year G.P.T. Dip (IDD) - Kinja Jain and Tanish Kothari xii) First Year G.F.T. Dip (IDD) - Omkar Maurya



	and Nida Khan xiii) Second Year G.F.T. Dip (IDD) - Riya Gadkar L.S. Raheja School of Architecture has applied for registration with SVEEP division of the election commission of India and we are awaiting further information from the District Election Officer.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the student Coordinators and coordinating faculty are appointed by the institution as per the guidelines offered by Electoral Literacy Club Resource Guides for colleges. The faculty members are from the Social Sciences and Humanities background. The club is representative in nature and is in the process of formulating the Standard Operating Procedure (SOP) for the same.
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.	These will include assisting in voter registration drives for both students and communities they hail from. Collaborating with district election administrations, students' active involvement in the conduct of polls and voter awareness campaigns is anticipated. Moreover, the ELC is geared towards promoting ethical voting practices, encouraging all segments of society to participate meaningfully. An inclusive approach seeks to elevate the participation of marginalized groups, including transgender individuals, commercial sex workers, disabled persons, and senior citizens.
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.	L.S. Raheja School of Architecture focuses on well rounded education with socially sensitive, contextually aware professionals in the architectural and design fraternity. Even though the institute has not undertaken electoral related initiatives yet, the institute will encourage research projects, surveys, awareness drives, and the creation of content that highlights the institution's contributions to the advancement of democratic values and the enhancement of electoral participation. Addressing the presence of eligible but unenrolled students in the electoral roll, the ELC is poised to catalyze efforts towards institutionalizing mechanisms for voter registration. By actively engaging with students above 18 years, the club will endeavor to ensure their enrollment in the electoral roll, thereby enhancing their voice in shaping the democratic future.
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	Data collation of students eligible for Voters ID registration is under process. The institution shall help in the facilitation of Voters ID registration for

institutionalize mechanisms to register eligible students as voters.

these identified students. The ELC shall attempt to facilitate Voter ID modification and reissue if needed by any staff member of the institution.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
553	546	529	441	400

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 41

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	34	33	31	23

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
246.42	252.29	171.42	179.71	161.75

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

L. S. Raheja School of Architecture implements structured and planned curriculum delivery and assessment models. It begins with the creation of a detailed timetable in the months of February and March for the coming Academic year beginning in June. Faculty are divided into subject slots based on their expertise - both in teaching as well as in the professional sphere. While making a timetable consultation happens with not only core faculty but also visiting faculties, the feedback and suggestions given by them are taken into consideration. The University of Mumbai and Council of Architecture (COA) specified teacher to student ratio is maintained for all the subjects. In the making of the timetable, care is also taken to ensure that each faculty has enough time to prepare lectures and for self-upgradation. New visiting faculty are inducted in areas where a deficiency is observed. The timetable is then finalized with all new inductions by the last week of April.

In the first week of May, class incharges, in consultation with subject faculty prepare a Teaching Plan/Lesson Plan based on academic calendar which mentions all public holidays, vacations, study tours, semester end exams and the proposed dates of the college festival. Considering 18 weeks in each semester, the class incharges prepare a lesson plan in consultation with each subject faculty that schedules specific lectures from the syllabus on specific dates in an order that enhances the learning process. Lectures are planned in such a manner that the integration of various subjects can happen in order to have maximum benefit to the students from learning various subjects and interlinked knowledge provided in these subjects. This teaching plan has dates for mentioned topics and names of faculty expected to conduct the lecture. Subject markings are also handled in a similar manner. This kind of a system helps to deliver syllabus in a timely manner and is useful at the end of semester review, in terms of understanding the outcomes of the schedule.

The lesson plan also ensures a fair and comprehensive marking system through rubric which evaluates students' work based on the course aim and objectives. At the end of the semester a review takes place in the presence of the principle and concerned faculties of the respective year to review developments and to assess whether new systems have been effectively implemented. A feedback form circulated among students at the end of the year helps assess faculty competency in their allotted subject as well as in terms of maintaining time schedules. A feedback filled by various stakeholders gives insight on the syllabus and suggestions for improvement along with topic inclusions under the Electives subject heading. The reports generated through these feedback systems are vetted by an internal quality assessment team and changes are made at the earliest to ensure the University Curriculum gets delivered effectively.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 03

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 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:** 8.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	62	32	42	64

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 is a noble profession based on the ethical and responsible foundation of architects. Hence, to ensure that students will have such a strong foundation, the institute takes active measures in integrating various socio-environmental subjects aligned with the governmental policies and development goals into the existing Mumbai University syllabus, either as a core subject or an elective/value added courses.

Students are made aware of the professional ethics and code of conduct in a subject Professional Practice which is a part of the curriculum in Semesters VII, IX and X. The students also undergo a compulsory internship in Semester VIII where they understand the importance and applicability of professional ethics.

The institute is very keen on making students aware and sensitive about various societal aspects via curriculum. In the subject Architectural Design Studio students are exposed to the contemporary realities of the social fabric of India. For example, caste based discrimination, habitat for orphan children, uplifting local artisans, etc. Students were also taught history of human civilization and architecture in Semester I to VI. Semester VI especially concentrates on the contemporary urban and regional issues, such as population growth, migration, gender sensitive spaces, etc. Further, in semester V, VI, VII and IX under the subject Allied Design various courses are undertaken such as Landscape Architecture, Urban Planning and Urban Design in which the students are encouraged to identify various societal and ecological issues through site visits and research-by-design method.

The subject Environmental Studies is an integral part of the Semesters I, II, III, IX and X where the students are introduced to environmental issues and sustainable development. The basic concepts of ecology and passive design strategies are covered in semester I and II. In semester III climate responsive architecture for sustainable spatial development are taught. Subjects related to architectural services and construction are also taught with a special emphasis on environmental impact. In semester IX and X students are introduced to the current debates about sustainability pertaining to global warming and greenhouse gas emissions. Institute is also proactive in promoting Sustainable Development Goals SDGs via various core and allied subjects.

Finally, students are encouraged to develop their own understanding and stance on the social and environmental issues that are relevant to the contemporary architectural and urban setting. And, to apply this understanding while doing their individual project work under the subject design dissertation. Due to this, the trajectory of the students' design dissertation work shows a wide range of topics based on

relevant societal, economic, and environmental issues. For example, flood resilience, community development, socio-cultural conflict mitigation, rehabilitation of red-light areas, water conservation, etc.

Institute also initiated a COA Teacher’s Training Program in October 2021 on ‘Social Science Approach in Architecture and Urbanism’ coordinated by Principal Mandar Parab and curated by Ninad Sansare (core faculty) and Niropama Sawant. The main objective behind this program is to strengthen the commitment of the institution to incorporate the social, environmental and ethical values as an essential part of the pedagogy in teaching fraternity.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**1.3.2**

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

**Response:** 61.3

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

Response: 339

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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



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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 93.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
159	145	148	145	120

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
160	148	148	168	140

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 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:** 54.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	25	39	40	27

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	62	62	66	53

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 17.84

## 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:**

The institute, as part of its long-standing commitment to pedagogical methods in teaching has seen proven benefits of inculcating experiential participatory learning.

Site visits and hands-on workshops for additional skill development in design briefs are part of the regularly used methods and are clubbed with study tours too. For example, SYBARCH 2021-22 was taken for a study tour to Kerala, did a 4 day Earth and Bamboo certificate course hands-on workshop

with Ar.Guruprasad Rane and Ar. Manasi Puliyapatta of Bhoomija Designs, and was then given a site for design in a similar context, involving design thinking using the construction techniques they learnt through the workshop.

Immersive and participatory learning has also been used as part of the design thinking process where part of the assignments are done when in the site setting, individually and in small groups. For example, students of TYBARCH 2019-20 did a detailed analysis of the Worli Koliwada, and proposed design ideas in groups of 2, as part of an immersive esquisse process. The students of B.Voc. Interior Design are taken on documentation tours of 5 star hotel properties where they stay during the tour, ensuring learning through experience of design and systems and services on site.

Detailed field visits for Building Construction and Building Services are part of the teaching methods used every year. Beginning from the first year with a ‘Fort Walk’ to understand arches, to a hands-on workshop with Ar.Malaksingh Gill, to second year site visits to Palghar with Ar.Mahendra Kale to understand Steel and RCC construction techniques, to third, fourth and final year field visits within MMR and to Conrad Hotel, Pune to get an understanding of facades, advanced construction techniques, building electricals, drainage, HVAC systems and other advanced services; these visits are curated to ensure a visual insemination of the young minds for what is being taught in class.

The institute uses ICT in education to enhance and optimize delivery of education.

- Students and staff are provided with free Wi-Fi in the institute.
- The institute has purchased G-Suite. All students have institute email addresses. Google Meet, Google Classroom, Google Drive are used as part of the teaching learning systems. Several lectures have been conducted by International architects, interior designers, business and health experts using this facility of online teaching and communication, the most recent being an Insights Masterclass by Ms.Christina Villalon from Puerto Rico.
- Every classroom is additionally equipped with a Wi-Fi enabled projector, a desktop and a sound system for microphone and speakers. This enables faculty to teach using presentations and videos thus reaching out to a wider audience of students.
- The computer lab is equipped with 40 computers with licensed software like MS Office, AutoCAD and anti-plagiarism software.
- The library is equipped with e-journals through J-Gate and e-book subscriptions and also has a printer and photocopy machine, a service accessible for use by students.
- The 300 seater multi-purpose hall auditorium is fully equipped with a sound system for microphones and speakers and projection.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 84.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

#### File Description

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

#### Document

[View Document](#)

### 2.4.2

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

**Response:** 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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

Institution data in the prescribed format

#### Document

[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 system for transparency and grievance redressal employed at the institute for internal and external assessments is manifold involving Communication and Openness as well as Accountability:

- Ordinances specified by the University of Mumbai relating to eligibility of admission of students into a higher academic year and eligibility for examinations (both written and viva-voce) are clarified for both students and their parents / guardians at the start of the academic year, through a Parent-Teacher Meeting.
- The Annual Academic Calendar is shared with the students with regards to tentative dates for major assessments, examinations, tests, study tours, field visits, college festival, holidays etc
- A lesson plan is prepared for every course taken in every semester with a schedule of expected deliverables and is shared with the students at the beginning of the semester.
- Each milestone assessment is explained with respect to deliverables and assessment criteria divisions, so students are aware of how much they need to work and in what aspects.
- A minimum of 3 progress reports are sent via email to the parents / guardians within the span of a single semester of 16-18 working weeks, specifying attendance and cumulative marks in each subject for the said time period. Parents / guardians of students defaulting twice in a semester are called in for a discussion of possible remedial measures..
- Written comments given by faculty are shared with the students at regular intervals.
- A study-buddy system has been employed in junior years where students are allowed to pick a study partner and as a pair they are expected to communicate with each other regarding whereabouts, health situations, academic progress and difficulties etc. ensuring they have someone to communicate with. As a pair they are taught to be accountable for the other. This proves especially beneficial in the case of outstation students.
- A mentor-mentee system is also used as an additional method to encourage openness in the system. A faculty member is allotted a group of a maximum of 20 students as mentees. These students are given the freedom to approach that faculty member with difficulties not related to academics. To ensure its functioning, female faculty mentor female students and male faculty mentor male students. Each faculty is accountable for their allotted set of mentees.

Grievances regarding internal examinations have a system place wherein a student is allowed to ask for revaluation or rechecking of an exam paper as per University procedure through the filling of a form available at the administrative department. The paper is then either rechecked or recalculated based on the complaint. A student is also eligible to ask for a photocopy of a written answer sheet. Examination papers are corrected anonymously - student names along with seat numbers are not revealed during

checking of papers. External or University examinations are conducted on behalf of the University of Mumbai in accordance with rules and regulations specified by the university. Grievances related to these external examinations are addressed in a similar manner at the University of Mumbai, Kalina campus.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Programme Outcomes have been evolved for the institution as a whole, with minor inclusions for each separate programme, considering all the programmes run within the institution (in the fields of architecture and interior design) are pertaining to the field of design and more specifically to the design of spaces. These outcomes are based on the Vision and Mission statement of the institution published on the website and present in the yearbook printed annually.

The Programme Outcomes devised for the institution are value based and are listed as follows:

1. to have acquired a comprehensive understanding of Architecture, Interior design and other allied fields as a system of life-long learning and inquiry and to be able to contribute to its evolution through a critical understanding of existing systems leading to innovative design solutions
2. to have grasped technical, practical and procedural knowledge like structural systems, building services, building regulations and bylaws, material specifications and use, and time and finance management; thereby developing an attitude for entrepreneurship and enterprise creation
3. to be able to critically analyze problems and effectively recognise and respond to complex real-life systems of social and cultural diversity; through a process of observation, inquiry and exploration; to arrive at contextual, engaging and empathetic design solutions
4. to effectively practice, operate and reskill oneself with respect to modern ICT and mechanical tools and methods prevalent in the profession
5. to make an effective and competent team player and leader with humanistic and moral values as well as good written and oral communication skills and to be able to implement a culture of discipline and high standards in all spheres of work
6. to be able to apply and enforce constitutional, humanistic, ethical value systems, practice responsible global citizenship and shoulder responsibility of the decisions taken to cultivate

humane and sustainable practices in the profession

7. to have acquired adequate knowledge, values and sensitivity in the area of environmental degradation due to the built environment to be able to assess and examine existing systems in the profession with respect to effective water, waste and energy management, and conservation of biodiversity and suggest and implement viable solutions towards long term sustainability

Every course taken at the institute is measured using a series of desired outcomes and then matched to the course outcomes in a matrix through course objectives and teaching methodology.

The Programme Outcomes and Course outcomes for all programmes run at the institute are displayed on the website. A qualitative matrix of modes of fulfillment is used as a point of reference through formulating teaching plans and deliverables, assessments, quality assessment meetings and while formulating the academic calendar of co-curricular events throughout the year.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Attainment of Programme Outcomes through specified and modifiable Course Outcomes are mapped at the end of every academic year through a series of aspects that get measured. These aspects have been defined below and described with respect to evaluation:

Target Marks attainment - keeping in mind the grading and evaluation break up of the University of Mumbai, the institute has taken a target of at least 50% of the class having attained a minimum of First Class or 60% marks in order to rate a course as having attained its course objectives, through the mapping and understanding of COs against POs. It is observed through the analysis of the last academic year that almost all classes attain the target marks in almost all subjects. This tabulation mapping of COs against POs and a cross check of direct attainment, gives one a fair idea of the academic prowess of the institute. It has thereby been recommended that one attempt to raise the target marks by 5% after further analyzing the results this year.

Pass percentage - the pass percentage of the final year batch for the graduate course in architecture has generally been above 94%, making it a high average, with a comparatively large number of students successfully attaining the designated Programme Outcomes through designed courses over a period of 5 years.



There had been a mild dip in the pass percentage to 88% in the second year of the Covid pandemic, where a shift from the online to the offline mode was made as a University decision in the last 2 months of the final semester.

This dip was made note of and students in the following academic year were taught in ways to make up for 2 lost years of physical training, which included more inclusions field visits, projects that involved more physical work than screen time.

Being a subjective course of design, direct methods cannot be considered as the only deciding factor for attainment, and other aspects; listed below; have been given equal weightage:

Employability - employability in the profession gets assessed a minimum of twice, in close correlation to the institute of study - during Internship and immediately post graduating. The institute has seen an increasing trend in architectural firms that have employed students as interns from the institute, come back to employ fresh graduates because of their technical knowledge, graphical presentation skills and overall reliability.

Preparedness for further education – students of this institute have long since been getting admitted for further studies in national and international universities, on the basis of the strength of their academic portfolio and the variety of skill building activities done through the institute.

Educational Value - As a legacy institute, we have built a name for ourselves in the Indian industry for the quality and rigor of education imparted. This has also been recently recognized by international universities, where students have been excused from certain subjects in their master’s course based on the rigor with which it was covered through their bachelors education in LSRSOA.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 85.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	90	105	55	57

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	120	116	58	073

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

**Response:** 3.35

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

L.S. Raheja School of Architecture, continues its legacy of fostering the need to actively engage students with traditional knowledge as part of the academic curriculum. The academic curriculum recommends a mandatory field visit/ study trip for the students of the first three years of B'Arch. The institution has taken this as an opportunity to sensitize the students regarding the country's rich and diverse heritage. The Institution has been documenting temples along the western coast of Maharashtra as part of the study trip since 2007 till 2023 with an exception for the academic years 2018-19 and 2020-21 which witnessed documentation of a traditional house and no visit for the global pandemic induced lockdown respectively. These documentation portfolios have been instrumental in not only spreading the traditional Indian architectural practices to the students but also in providing a physical record to the temple and village authorities. Patil wada, a century old traditional house in Guhagar, Maharashtra, was documented in 2018-19, was recipient of the runners up prize at the national level in the COA Award for excellence - heritage category.

The institution encourages the study of traditional Indian heritage through academic curriculum as well as extra curricular activities. Subject head Humanities, deals with evolution of architecture, the socio cultural context through time. The assessment and the learning outcomes of this subject emphasis scaled models, posters and presentations. This is further seen as a reflection where approximately 10% of students in their final year research and design dissertation take up topics pertaining to Indian history, conservation and policies impacting these practices.

Workshops, seminars and symposiums have been curated to further the outreach signifying importance of traditional Indian practices across the diversity present. Aligning the skillset to a cause for recording, documenting, analyzing, and conserving the traditional knowledge has been actively pursued by the institution. The institution is prompt in helping organizations using the academic discourse to validate the research and aid in protection of the natural and traditional Indian practices- instance of the M. Arch Landscape faculty and students helping Mr. Sachin Desai, School of Life and others prepare documents to justify the uniqueness of the Dhamapur lake, a 500 year old man-made earthen dammed lake, along with the Bhagwati temple threading the narrative of the Vijayanagara empire, the water architects of ancient India and in addition participated in documentation and analysis for Maharashtra Stepwell Campaign. The landscape symposium titled - Land Legend Place, hosted by the institute in collaboration with ISOLA Mumbai chapter & the People place project, emphasized on learning from the traditional Indian knowledge through the aspects of Archetypes, Environs and Emblems from the noted experts from the field - Dr. Uma Vaidya, Dr.Amita Sinha and Mr. Ajit Rao respectively. The institution further inculcates new practices where the students of M.Arch Landscape worked on “**Jalakatha**” - a nine instances of water’s journey through the diverse landscapes of India and “**Sacred Groves of India**”- a podcast series delving into the journey of the sacred forests in six different regions of India.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 96

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
22	25	12	20	17

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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: 0.05**

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

The institution since its establishment in the newer campus in the year 2007, has attributed to upliftment of the neighbourhood for instance the improved safety, added infrastructure owing to increase in demand in print and stationery shops as well as eateries. The constant flux of the students has improved the connectivity and the identity of the neighbourhood. The strategic location and the infrastructure of the institute is offered as an alternative examination centre for the courses of the Maharashtra State Board for Technical Education (MSBTE), examination for Maharashtra Railway Police recruitment.

The institution through its elected students council organises a series of events during the annual festival which includes exhibition of students' academic and co-curricular work. Among these events - blood donation drive, donation of clothes, food etc for flood affected regions also witnesses the participation of the neighbourhood, thus sensitising students and the neighbourhood community towards social issues. The celebration of Independence and Republic day is celebrated with pomp and fervour, which also witnesses the students spreading the message of patriotism through a walk around the neighbourhood. Students take this opportunity to spread the etiquettes of hoisting flags in the neighbourhood bolstering the Prime Minister's initiative of "Har Ghar Tiranga" imbining the sense of national pride. The institute also hires facilities for its outdoor sports within the neighbourhood, thus making a strong sense of belongingness within the neighbourhood. The institute also extends its teaching and learning process within the indigenous community of the city - "Majjhi Versova" was one such instance where a place making exercise with students of 4th year B. Architecture who also dealt with design interventions to improve connectivity, accessibility and open spaces. In addition the institution participated in

documentation for Maharashtra Stepwell Campaign and was invited for the Brainstorming Seminar “Water Heritage of Maharashtra Barav Sanvardhan (WHMBS 2023)” on 14th July, 2023 at COEP technological University Pune .

Nirmal Nagar Police station, the local police station, conducted an awareness campaign against consumption of illegal drugs and its ill effects. The police personnel encouraged students of the institute to help them in identifying and reporting any such activity in and around the neighbourhood. The campus too has been declared as a ‘Smoking Free Campus’, taking a strong stand against its ill effects on health-being surrounded by the primary and secondary schools this stand sends a strong statement in the neighbourhood. Thus, helping the authorities in making the neighbourhood free from any illegal drug consumption and its ill effects. In addition the institute has actively participated in initiatives from specialised units of the Mumbai police such as cyber crime cell as well as NGOs like Red Dot Foundation. Such initiatives taught the students about being vigilant against such crimes on an individual level but also spread awareness in the neighbourhood keeping a watchful eye and reporting these on web portals.

Thus, through these listed active participation the institute has had a strong and holistic development of its students and the neighbourhood, sensitising of belonging between each other.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

L.S.Raheja School of Architecture strives for excellence in the field of architecture through participatory collaboration and learning. The institute has been invited for collaboration for the design conceptualization of Maharashtra Pavilion for the Maharashtra Small Scale Industries Development Corporation Limited (MSSID), a state government company. In addition the institute was invited in 2019, to survey and document various branches of State Bank of India within Mumbai Metropolitan Region, which was completed within the stipulated days. In addition the Mumbai Inclusive Urban Vision (MIUV) collaborated with L.S. Raheja School of Architecture for the project titled “Exploring Urban Design & Architectural Prospects for Greater Mumbai” , a 270 days program to identify and discuss solutions as part of the urban vision. The All India Council for Technical Education (AICTE), a statutory body under Ministry of Education, Government of India awarded an “AICTE Mission Amrit Sarovar- Jal Dharohar Sanrakshan Internship” to the institution and was announced as an awardee among the top 25 posters, reflecting the study and analysis of the water body undertaken, as submitted among the institutions participating in the internship program.

The Institute was also awarded first prize for the MU Ideas 2021- Designing Incubation Centre, Kalina Campus, Mumbai University, a competition conducted under the Maharashtra State Innovative Star-up Policy 2018 & Maharashtra State innovative Society (MSInS) under Skill Development and Entrepreneurship- Government of Maharashtra. The Council of Architecture (COA), a statutory body constituted by the Government of India under the provisions of the Architects Act, 1972, conducts its annual competitions - COA Students' Award for excellence in Documentation of Architectural Heritage, with sub categories such as A- Architectural Heritage, B - Arts & Craft related to Buildings and C- Indigenous Dwellings. L.S. Raheja School of Architecture has been awarded as winner at zonal and national level for the category B for the project titled “Khatamband”, a traditional craft of making elaborate ceiling work from Kashmir, whilst being awarded winner at zonal level and runner up at National level for category C for the documentation of Patil Wada, Guhagar a 150 year old traditional house in Wada architectural style - for the year 2021. L.S. Raheja School of Architecture was awarded 1st prize at the national level in the COA Post Graduate Thesis Awards 2022 for the thesis titled “Peri Urban Development through Landscape Urbanism - A case of village 'Rave' near Navi Mumbai by Ar. Rohan Patil submitted as part of thesis for the Master of Architecture (Landscape) program. LRSOA was invited as resource specialist for the Brainstorming seminar “Water Heritage of Maharashtra Barav Sanvardhan (WHMBS 2023)” at COEP Technological University Pune as resource specialist .

L.S. Raheja School of Architecture thus through its collaboration as well as active participation in local as well as national level issues have added a value addition to the teaching and learning process. It has been instrumental in extending the learning beyond the classroom and has reaped rewards through awards and recognitions as well as collaborations from reputed government and government recognized institutions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 20

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	1	6	4



<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 11

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Bombay Suburban Art & Craft Education Society's L.S.Raheja School of Architecture, established in 1953 with a professional 5 years full-time course offering G.D.Arch. under the recognition DTE, Maharashtra State which received recognition from the COA (Constituted under the act of parliament 1973). Further, on 7th June 2007 it started with Government Resolution and permission from the Government (TEM-2007/PK-200/TS-1(dated 07-06-2007) and University to start the college (first affiliation granted to college-Aff/Recog-1/3691-dated 25-07-2007 and Aff/ICD/2018 - 19/734-dated 06-07-2018) as an Un-Aided school has adequate facilities to conduct the undergraduate Bachelor of Architecture (5 year degree program) and B.Voc (interior design 3 year degree program) respectively. Same has been confirmed by the regular inspections as conducted by the Local Inquiry Committee appointed by UOM. The school is located on plot no. 341-A, CTS No.63 on MHADA lease-hold for 30 years. Furthermore, in accordance with the University, COA, and Gazetted minimum standard for education 2020, the institution upholds a satisfactory quantity of classrooms, studios, and other relevant infrastructure amenities within the campus.

The college building is a seven storeyed structure having ground to second floor as a shared campus for both B.arch and Bvoc. The ground floor is used by the administrative department, which features a waiting lobby with three lifts for vertical transportation. Additionally, there are main stairs and fire exit staircases, a canteen, an auditorium with a stage, backstage area, dedicated green room with toilets, separate handicap restrooms for visitors and staff, open parking space and outdoor ceremony areas. Overall a barrier free designed campus planning is adapted.

The first floor consists of a Principal's Cabin, Design Chair's Cabin, B.Arch staffroom with staff toilets for male & female faculty, art court, Computer Lab of 40 desktops with server availability, well equipped Library, Surveying and Climatology lab, common rooms for boys and girls respectively. It also has studios and lecture rooms used for B.Voc courses. The second floor studios and lecture rooms are shared by both the B.Arch & BVoc department. In addition, the second floor facilities include a material lab and a staff room for the IDD department.

Every studio consists of imperial size working stations and an equal number of chairs as per the intake per division, for each course. Each lecture hall also has a projector, its screen, black board, soft boards, laptop, mic and speakers as a technically advanced teaching aids. Further, there is also a provision for lockers and storage of T-squares for the students, 100+ movable soft boards and charging points

adequately spaced for students laptops.

In addition, every floor has a multifunctional congregation space .Further the entire premise is equipped with Wi-Fi internet, CCTV surveillance , PA system for students and staff safety ,security and emergency. Each floor consists of separate well equipped toilet blocks for male and female respectively . The fire fighting system has been installed on all the floors and safety drills have been periodically conducted by the authority.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 6.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.95	6.78	21.36	12.59	18.16

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

## 4.2 Library as a Learning Resource

#### 4.2.1

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

**Response:**

The air-conditioned library at L.S. Raheja School of Architecture spans 123 square meters and accommodates seating for 44 students. Committed to staying abreast of research and emerging dissertation topics, the library diligently updates its collection of books, periodicals, and other resources in accordance with industry standards. Presently, the library boasts 5,064 titles and 6,011 volumes of books specifically catering to the undergraduate B.Arch program. Additionally, it offers access to 15 periodicals, both national and international, along with various journals. Operating hours are from 9:00 am to 6:00 pm, Monday through Saturday, accessible to all students holding a valid library card. External students may utilize the facilities upon presenting an authorized bonafide letter from their institution and obtaining permission from the Principal. The institution subscribes to the Charles Correa Foundation's online archival resource, updated triannually until March 2025.

Utilizing the "e-Granthalaya Library Management Service" developed by the National Informatics Centre, New Delhi, the library ensures efficient operations. This software, implemented since the academic year 2013-14, is currently at version eG3/Revision 31 and is deployed across five computers, serving both library staff and students. It facilitates cataloging of books and volumes, barcode generation, borrower notifications, and staff management. Furthermore, the library has subscribed to the J-gate-E database Arts & Humanities E-resource system recommended by AICTE since the academic year 2020. Additionally, subscriptions to four newspapers in both Marathi and English languages are maintained.

With a collection of over a thousand final year dissertation research book hard copies, categorized by topic titles and year for easy reference, the library provides comprehensive academic support. It also houses a collection of 247 CD/DVDs. Various facilities such as scanning, photocopying, and printing are available to users, ensuring seamless library usage. The library offers an "Active documentation service" monthly, wherein new magazine arrivals are recorded, scanned, and emailed to all staff for dissemination among students. Since 2011, the library has maintained a question bank of theory papers from both college-conducted and University of Mumbai examinations. A dedicated section for new arrivals, refreshed quarterly, is maintained, while the library's furniture adheres to ergonomic standards, providing comfort and storage space for users. The entire area is under CCTV surveillance and equipped with functional fire-fighting services.

Website for reference downloading E-Granthalaya - <http://egranthalaya.nic.in/>

LSR Library OPAC link - <http://lib-1-pc/opac/Default.aspx>

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

L.S. Raheja School of Architecture boasts a dedicated air-conditioned Computer Laboratory spanning 87.24 square meters, furnished with 40 Desktops featuring cutting-edge equipment. The laboratory is equipped with secure commercial 500 Mbps bandwidth Internet, facilitated by Enterprise-grade Wireless equipment (of Ruiji) adhering to A, B, G, N, AC, and AX standard equipment, alongside a Next-Generation firewall (of WatchGuard) ensuring high-performance, consolidated security for end-to-end protection across the network, fostering an optimal environment for students' research and development endeavors. Students and faculty members benefit from access to computer and internet facilities within the campus, with each student and staff member provided separate secured internet account access. The institute commenced its LAN facility with internet connection in the inception year, later upgrading it from 2 Mbps to 300 Mbps in response to evolving needs.

Prioritizing technological advancement, the institute continuously reviews and upgrades its internet bandwidth as per current requirements. Transitioning from 3rd generation I-5 desktop computers and laptops, the institute introduced 12 new Dell Desktops and 5 Laptops with the latest configuration in the academic year 2017-18. Further, recognizing the importance of technology in education, the institute expanded its computer resources by adding 12 new Dell Desktops to all 12 classrooms and purchasing 8 new laptops for teachers, enhancing the teaching-learning environment.

In the academic year 2022-23, the institution embarked on a comprehensive upgrade initiative, transitioning all remaining 3rd Generation computers to deliver the latest software experience to students. This included upgrading 48 Qty of 480 GB of SSD high-performance hard drives, installing 8 GB RAMs in 44 Computers and Laptops, and incorporating 2 GB graphic cards in 30 Computers in the Computer Lab. The institute also procured 10 new computers with the latest configurations for student use.

To ensure seamless operation and address technical issues, students and staff members liaise with the lab in charge, who oversees tasks such as purchasing new computers, upgrading systems, increasing internet speed, procuring software, and managing hardware and application-related problems. Additionally, the lab in charge maintains an inventory of all computer-related equipment and consumables, while actively monitoring the server room and backup equipment to promptly address any adverse conditions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.3.2**

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

**Response:** 46.08

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

Response: 12

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 12.47

**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
41.19	51.50	20.71	7.37	5.33

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## 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:** 21.59

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
122	104	110	109	88

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above



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

## 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:** 37.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	90	105	55	57

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

### 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.)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**File Description**

**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:** 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	04	02	08	05

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

## **5.4 Alumni Engagement**

**5.4.1**

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

**Response:**

The LS Raheja School of Architecture Alumni Association, established and registered 26th March 2021

(under the Companies Act of 2013). In its two years since establishment, the association stands as a testament to the enduring bond between the institution and its graduates. With a firm commitment to fostering interaction, promoting growth, and giving back to society, the association encapsulates the spirit of unity, progress, and philanthropy. The Alumni aims for multifaceted objectives, and plays a role in nurturing professional connections, supporting alumni endeavors, giving back to the community, and contributing to the institute's global recognition.

The association's ties to its Alma Mater remain unwavering, as it strives to create a bridge between the institution and its graduates. By fostering a sense of loyalty and connection, the association plays a vital role in maintaining a lifelong relationship between alumni and their educational foundation. The alumni association is dedicated to contributing to the institute's ambitious vision of becoming a global leader in academics, research, outreach, and innovation. Through their collective efforts, alumni support the realization of this vision by sharing insights, resources, and experiences garnered from their diverse careers and endeavors.

The primary objective of the association is to serve as a dynamic platform for alumni interaction, promotion, and networking. The association facilitates interactions to create a sense of camaraderie, communication and open doors to professional growth, fostering a supportive ecosystem that spans generations of architects. By showcasing success stories, projects, and initiatives, through its newsletter the association shines a spotlight on the contributions of its members, inspiring future generations and garnering public recognition for the institute's accomplishments.

The association intends to strengthen commitment to assisting alumni in achieving their professional and societal goals, through mentoring students and graduates and facilitating access to resources. The association intends to serve as a bridge between seasoned professionals and young graduates.

The alumni intend to operate on a charitable basis, with a 'no profit no loss' approach. The association shall focus on the betterment of society rather than financial gains. The association commits to assisting deserving students from underprivileged sections of society reflecting its dedication to education and social equity. By offering financial support and mentorship, the association empowers these students to pursue their dreams, making education a catalyst for positive change and inclusivity.

L. S. Raheja School of Architecture Alumni Association embodies the values of unity, progress, and giving back. The association serves as a vibrant thread that weaves together the institute, its alumni, and society. By nurturing connections, fostering growth, and creating meaningful impact, the association shapes a legacy that extends far beyond the confines of academia.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 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:**

L.S.R, a venerable institution in architectural education, consistently aligns its vision and mission statements with its role as a crucial knowledge center for comprehensive multidisciplinary growth. Graduates from LSR have emerged as leaders in challenging global professions within the fields of Architecture and its associated disciplines. The stakeholders are committed to a progressive approach, emphasizing the overall functioning, development, and success of education as their primary objective. The institute values long-term commitments with its staff to cultivate effective work culture and pedagogical approaches. The collaborative synergy between experienced senior professionals and dynamic young teachers fosters an innovative and cohesive working environment. The parent Trust, through its diverse programs, creates a multidisciplinary symbiotic ecosystem with a common goal of knowledge sharing in fields such as architecture, interior design, art, business management, catering, and culinary arts. The forward-looking vision and mission of LSR hold immense scope, as the institute continually demonstrates its ability to redefine pedagogical approaches in line with NEP policies and the growth patterns of the country. LSR, synonymous with excellence in architectural and interior design education, consistently contributes significantly to shaping the next generation of professionals for society.

The institute adheres to a decentralized organizational structure meticulously designed to ensure efficiency and progressiveness. Clear delineation of roles among stakeholders is established to facilitate effective policy-making, decision-making, and overall institutional functioning. Oversight is provided by the Board of Governors, in accordance with DTE guidelines, the College Development Committee, as per University of Mumbai guidelines, and the Internal Quality Assurance Cell (IQAC), following NAAC guidelines. Various committees, including those for internal complaints, women's development, anti-ragging, grievance redressal, examination, and campus placement, among others, are instituted to manage academic affairs in alignment with apex and affiliated bodies. These committees facilitate micro-management and contribute to creating a safe campus environment. Additionally, a student council, operating under formal codes of conduct, fosters student engagement and enriches the on-campus experience through leadership and participative approaches. Furthermore, the registered alumni association actively contributes to professional development, mentorship, recruitment, and advocacy for the alma mater, promoting lifelong learning initiatives.

The imperative nature of change is acknowledged as a fundamental driver of progress, crucial for both

short-term achievements and long-term institutional evolution. The institute has consistently embraced change, positioning itself as a legacy institution by continuously adapting to industry trends and technological advancements through professional mentorships and masterclasses. Student engagement is fostered through participation in national and global competitions, facilitating goal-setting, recognition, and personal growth. Research and design projects are strategically aligned with national policies to ensure students are equipped with the latest industry trends. Furthermore, the institute's long-term vision includes alignment with the National Education Policy (NEP), adoption of new pedagogical methods, expansion of its reach and influence through international collaborations, research initiatives, and exchange programs. Additionally, efforts are directed towards expanding education through cluster communities and promoting sustainability principles to sensitize and create resilient communities.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

LSR SOA being a legacy institute has its perceptible plan deployed and effectively functioning in accordance with the standards of education quotient set by the apex regulating authority Council of Architecture, affiliating authority University of Mumbai, mandatory statutory authorities like AISHE, ARA, DTE, FRA, SWD etc. and other college committees necessary for decentralization of activities. Strategic working plan is made to meet up with the various compliances as per the yearly schedules and hence be beneficial to all the stakeholders of the institute.

Advisory and Regulating committees are formed as per the defined structure of the Statutory authorities. The meetings with mandatory quorums of the various committees are held. The documentation of circulation of notices, agenda for meeting, minutes of the meeting with either approvals, suggestions and action taken reports is done and recorded.

- The IQAC (Internal Quality Assurance Committee) meets every quarterly and reporting based on review of the academic proceedings w.r.t. completing of tutelage, qualitative course outcomes, student's feedback for gauging the understanding, participation in co-curricular, extracurricular, industrial visits, study tours, suggest industrial experts for master class 'Insight' lecture series, reviews the results of the college conducted examinations and University examinations, etc.
- The CDC (College development cell) meets every quarterly and takes feedback from the IQAC and other college level committees for strategizing policies and making suggestions to the Board of Governors for the scope of development in both physical infrastructure and human resources.

The college development committee keeps complete check and takes feedback from various committees for meeting up the statutory compliances.

- The Board of Governors meets twice every academic year. The Board of Governors comprising the President, Vice President, Secretary and members of the Trust take feedback from the Principal and ensure to meet up with the financial requirement based on budgeted approvals or any other expenses developed within the course of the year. The Board of Governors is a huge source of inspiration and ensures that all measures are taken for overall growth of the institute maintaining a healthy, conducive and cheerful work environment.
- The meetings of all the other college level committees are scheduled in every academic year with proper representation of the stakeholders for micro management and decentralizing activities.

To maintain common policies for Salary disbursement, remunerations, funds, bill payments, etc. the accounts department is centralized and follows a stringent procedure of approvals. The ERP module is available for managing and maintaining the accounts.

The administrative department is decentralized and maintained within the departments for easy functioning.

The appointment of the Teaching, Non-Teaching and other human resource is done as per the qualification requirement laid down by the statutory authorities with proper lecture delivery evaluation for Teaching staff, interviews, with verification & submissions of all the necessary documents. The service rules, regulations and procedures for confirmations are clearly informed and form an integral part of the appointment procedures. Humble attempt is made for maintaining the staff for long term confirm appointments so as to create a legacy in lifelong teaching – learning processes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>

## 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:**

At LSRSOA, all appointments to teaching posts adhere to the Gazetted 2020 COA norms for minimum standards of education. All teaching staff appointed are post-graduates and/or possessing relevant industry experience. Applications are received through announcement via newspaper advertisement, and post scrutiny, eligible candidates undergo a Lecture Delivery Evaluation followed by 2-level personal interviews before formal appointment.

Teachers' yearly performance appraisal system is an integral part at LSRSOA human resource management. It helps in identifying strengths, areas for improvement, and aligning individual performance with the institute objectives. The system operates on predetermined criteria and goals, encompassing punctuality, academic performance, teaching effectiveness, and participation in various educational activities such as Teacher Training Programs and conferences. It also considers co-curricular and extracurricular engagements, innovative teaching methods, professional growth, and research contributions. Student feedback plays a crucial role, and a robust evaluation provides valuable insights for goal setting and organizational objectives. Performance appraisal system of the non-teaching staff is adopted as per statutory authority guidelines. It is ensured that information on multiple activities is appropriately captured. While dealing with non-teaching staff members, the administrative officer ensures to implement continuous feedback mechanisms to safeguard their integrity being appraised.

Gender equality is rigorously maintained from appointments to admissions, complemented by a focus on staff well-being and professional growth. The campus provides conducive facilities, emphasizing hygiene and accessibility. Comprehensive welfare measures include maternity leaves, compensatory leaves, and financial literacy support. Professional development is nurtured through educational support and promotion of research initiatives. Financial literacy and collaborative events further enrich the institute's progressive ethos. This holistic approach fosters a supportive and inclusive environment, epitomizing the institution's commitment to staff welfare and advancement.

Additional effective welfare measures include:

- Salaries and appraisal based yearly increments as per the approved salary scale of the UGC for Mumbai University approved staff and that of COA ratified and contract staff are based on the



industry standard policies framed by the management.

- All teachers are covered under Employees Provident Fund and Gratuity Norms, and covered under Accidental Group Insurance.
- Promotions to eligible and performing candidates for the higher position as per COA norms.
- All leaves - Casual, Medical, Maternity and Vacation - are given to all eligible faculty members as per norms, and special leaves are also granted for unforeseen circumstances.
- Eligible teachers are sponsored for attending TTPs and QIPs approved by the COA, AICTE and other recognized bodies.
- Eligible teachers accompanying students on the local study tours are fully sponsored for, and partly subsidized for International study tours.
- Remuneration received through work done by the research and design cell is shared with all involved members.
- All teachers are encouraged to undertake independent professional practice and/or research and appropriate recognition is provided for attainment
- On qualification upgradation through distant learning resources non-teaching is eligible for promotions/improvement in the terms of appointment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 8.55

#### **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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	4	4	5

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

### 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:** 10.05

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	6	6	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	12	12	11

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 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:**

Bombay Suburban Art & Craft Education Society's L.S. Raheja School of Architecture is a registered trust under The Society Registration Act 1860. The institute is a recognized institute under 2F of the University Grant Commission offers Bachelor programs in Architecture and Interior Design on a private, unaided, and self-financed basis. Funding primarily comes from tuition and development fees collected annually from students, with intake approval sanctioned by statutory authorities - Council of Architecture and Mumbai University. B.Arch. program fee is regulated by the Fee Regulating Authority of the State Government of Maharashtra and the B.Voc. ID fee is as approved by the University of Mumbai.

Centralised admission conducted by MH-CET for the B. Arch program follows state government reservation policies. For students admitted under these policies, scholarship grants are received from the Social Welfare Department through the MahaDBT portal. Admission procedure for the B.Voc. (Interior Design) program follows the framework of reservation policies, but since the course is not mapped, grants are not received from the government for reservation category students and full fees are payable by admitted students.

The institute operates under a robust resource mobilisation policy, emphasising transparency and accountability. Each academic year begins with a meticulous budgeting process led by the principal and accounts team, building upon previous financial plans. The budget encompasses provisions for staff salaries, remuneration for visiting teachers, and expenses for new appointments, funds allocated for statutory payments, professional fees, examination expenses, and co-curricular activities. It also covers capital expenditures, building maintenance, infrastructural upkeep, and IT-related expenses.

Throughout the year, expenditures are closely monitored to ensure alignment with the budget. This diligent approach facilitates the generation of comprehensive variance reports, enabling analysis of

deviations from the budgeted plan and informing subsequent budget formulation. The institute maintains meticulous financial records and undergoes internal and external audits to ensure transparency and compliance with regulations.

Internal audits reconcile trial balance sheets, while external expenditures are supported by proper documentation. An accountant supervises record-keeping, with an Internal Auditor providing additional scrutiny. External audits by registered auditors ensure regulatory compliance. Audited balance sheets are shared with government authorities as required. The institute's commitment to fiscal responsibility is evidenced by its adherence to legal regulations such as the Income Tax Act and Charity Commissioner's guidelines. Yearly audited income and expenditure balance sheet statements form the basis for fee approval submissions to the Fee Regulating Authority, showcasing the institute's dedication to financial prudence and accountability.

The institute strategically engages students in national-level competitions and research initiatives, utilising funds received for prizes and professional fees to benefit students and mentors.

The parent trust, Sheila Gopal Raheja Foundation, actively supports philanthropic endeavours, scholarships for needy students, and organises expert lectures and design competitions. The foundation organises Shark tank events, Master Class series involving various industry professionals to bridge the gap between industry and education.

The alumni association plays a vital role in enhancing student experiences by organising expert sessions and facilitating sponsorships for industrial visits and study tours for deserving students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

The Internal Quality Assurance committee is formulated and functioning as per norms mandated by the Mumbai University. The institutional Internal Quality Assurance Cell ensures equal and valuable participation of teachers and students across all departments of the institute in enhancing the teaching - learning processes initiated by the institute. The IQAC also ensures quality in teaching - learning processes by integrating extra and co-curricular activities with the curriculum. Standardisation of documents and documentation processes was initiated as the first step towards effective quality management. Since formation of the IQAC (2017) and its core initiatives, firstly a process for generation

of a formal feedback system from students, alumni, employers, parents and teachers is initiated. The feedback system is designed to evaluate the strengths and weaknesses of the current syllabus, and analytically propose suitable enhancements and variations to ensure effective teaching. A separate feedback system to evaluate effective deliverance of learning schemes and quality of teachers has also been initiated. This aims at ensuring timely completion of syllabus as well as to generate a parameter for appraisal for the teaching faculty and upgradation of teaching infrastructure in the institute. Secondly, IQAC initiated the process of NAAC accreditation and directed the institute to amalgamate all required documentation for the same. IQAC has taken upon itself to ensure maximum standards of quality assurance required for NAAC accreditation are initiated in the day to day running of the institute. This is done as a strategy to ensure that there is a continuous process to ensure quality education over the next 5 years.

Many other improvement measures have been initiated by the IQAC.

- Standardisation of documents and documentation processes, appointment and appraisal systems for teaching staff, profession centric field visits, study trips and course development.
- Annual Calendar Preparation encompasses crafting teaching schedules, exam slots, and upgrades. It aligns with university and COA norms.
- Comprehensive Annual Academic Reports are created analyzing academic performance and assessing alignment with course objectives. Adherence to the academic calendar and teaching plans is reviewed, and the significance of co-curricular and extracurricular activities for overall student growth is highlighted.
- Student Satisfaction Surveys capture perceptions, identifying inadequacies for improvement. Stakeholder Surveys gather feedback from employers, alumni, parents, and teachers, fostering the institute's comprehensive development while staff surveys gauge employee satisfaction
- Study trips (both national and international), field visits, etc are curated to finalize locations and objectives.
- Tailored academic support is extended to students needing additional academic guidance through the Slow Learners Programme. Assigned mentors offer subject-specific guidance, ensuring steady progress and growth.
- Collaborative M.O.U.s with industry players facilitate ongoing connections, placements, site visits, workshops, and networking opportunities. Further efforts are required for deeper engagement.
- Internships and Job Placements are completed through a placement cell from 2019.

The IQAC meets at regular intervals to assess the quality of all activities conducted at L. S. Raheja School of Architecture. Annual reports of the IQAC are presented to the College Development Committee in the CDC meetings.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

### Quality assurance initiatives of the institution include:

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

**Response:** A. Any 4 or more of the above

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

## 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:**

The Institute believes that excellence is not gender specific and creates equal opportunities for their staff and students irrespective of their genders. L.S. Raheja School of Architecture is an equal opportunity employer. All employment and admissions to the Institute strictly adhere to guidelines provided by competent governing authorities like the UGC, DTE, COA and University of Mumbai, and positions are offered to only deserving and valid candidates.

All the Institutional committees like the IQAC, CDC, CWDC, etc. have appropriate and fair representation from all genders. The Institute has a College Women's Development Committee (CWDC), that conducts regular meetings with discussion, decisions and implementation of women welfare activities to be conducted during the year. The CWDC also looks into redressal of grievances or complaints (if any) from students and staff. The Institute has conducted the Gender Audit for the academic year 2022-23. The recommendations from the same shall be incorporated in the following academic years.

The Students' council is elected and has adequate representation from both sexes. As per the Student Council Handbook mandates election of at least one female representative per class and a Ladies Representative for every program.

In October 2019, L.S. Raheja School of Architecture signed a Memorandum of Understanding (valid till 2020) with Red Dot foundation and Canadian Government to promote understanding and awareness of Sexual Harassment, POCSO, POSH and gender equality. They trained five youth leaders identified from the first year of the Institute on Gender sensitivity, These youth leaders conducted several sessions for the other students of the Institute thus spreading awareness. Red Dot foundation conducted an awareness program for all teaching and nonteaching staff of the Institute. Red Dot foundation also conducted the Cyber Sathi workshop covering Gender Sensitivity, gender roles, biases and stereotypes and cyber crimes and cyber safety.

The Institute has round the clock security and closed circuit cameras in public areas to ensure safety and security for all its staff and students at all times while in the premises. Adequate toilets (as stipulated in the building codes) are provided for both the sexes separately on every floor. Separate toilets are provided for staff and students. Female toilets are also fitted and restocked with sanitary napkins vending machines for the convenience of students and staff. The male and female students can also avail of the Boys Common Room and Girls Common room facility on the first floor. L.S. Raheja School of Architecture understands the academic and personal stress that the young students face. Hence to

promote mental health and well being of the students, the institute employs a psychological counselor whose services are available to all students free of charge. Through these multiple varied initiatives, the institute aims to create a safe and encouraging environment for all its students, staff and guests irrespective of their genders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** C. 2 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** C. Any 2 of the above



File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.4

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

**Response:**

The Institute celebrates diversity with equality and promotes an inclusive environment for all students and staff. The Institute is culturally and socioeconomically neutral.

All job vacancies at the institute are filled with a fair interview process. The applications are reviewed by a neutral interviewing panel and selected candidates are called for an interview. Appointments recommended are based on the candidate's work experience and area of expertise. The employees' appraisals , promotions and increments are based on their up gradation and overall performance. Admissions of students and staff employment processes follow the merit list and caste reservation norms prescribed by the supervising Government authorities.

The Institute also promotes and offers government grants, scholarships to eligible students from reserved categories as prescribed by the governing agencies.

On the academic front, the Institute has a faculty team which is multi-linguistic. Hence students who face challenges in understanding modes of delivery in English; get the benefit of assistance in languages they are familiar with. The Institute has multilingual signage to ensure that they are understood by all.

To accommodate diverse cultures, staff and students are given holidays for festivals based on their religious preferences. Celebration of festivals and events throughout the year creates a continuous sense of bonding and camaraderie amongst the staff and students.

The Institute aims to increase consciousness about national identities and symbols in every student. This

aim is achieved by organizing events and activities for the same. Every individual connected to L. S. Raheja School of Architecture gets an opportunity to take part in these events. Also as an Indian citizen, it helps to spread awareness about, individuals Fundamental Duties, constitutional rights and obligations. The institute celebrates important national days like Independence Day (15th Aug.) and Republic Day (26 Jan.) every year to encourage a spirit of nationalism. The flag hoisting ceremony is followed by students' activities of expression of nationalism. The academic day begins with a national anthem and every formal event of the institute concludes with the national anthem.

During the annual fest – AAKAR the institute arranges several academic and non-academic events. For the past three years, a blood donation camp was organised during the festival in collaboration with TATA memorial hospital. The camp was participated by people from and outside the institute making it a success. The institute also supports and contributes to many such social activities. A flood relief camp was arranged on 15th Aug 2019 where everyone connected to the institute contributed to flood-affected people by donating essentials. A 3 km. walkathon was arranged on 10th Aug 2019 for road safety, focusing on transportation issues and to spread awareness about walkability in the city. The institute also conducted a free vaccination drive for all students and staff during the Covid pandemic

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

#### **‘AAKAR’ - LSR Fest**

The "AAKAR" LSR Fest is an annual extravaganza held by the L.S. Raheja School of Architecture, designed to showcase, and celebrate the diverse talents of its students. Rooted in a history spanning over seven decades, the festival has evolved from an academic exhibition to a multi-faceted event encompassing sports, culture, and camaraderie. The fest's core objectives include providing a platform for students to express their creativity, fostering within college connections, and relieving academic pressures.

The festival, usually scheduled in December, serves as a creative outlet for over a thousand students, offering a respite from their academic rigors. Months of meticulous planning by the student council, which plays an integral role since its establishment in 2018, culminate in a grand spectacle lasting ten days. The festival is introduced at the beginning of the academic year and is carefully aligned with the university's schedule to ensure maximum participation.

The "AAKAR" LSR Fest boasts a rich array of activities. The Academic Exhibition & Prize Distribution Ceremony showcases the innovative academic work of each class, attracting visitors from diverse backgrounds. This exhibition's inauguration, graced by eminent architects and designers, is the highlight of the event. Workshops and seminars, spanning three days, offer a range of topics including self-defense, pottery, dance, origami, and many more, contributing to students' holistic development. Sports play a pivotal role in fostering teamwork and a competitive spirit. The festival hosts a range of individual and team sports, turning the campus into a bustling arena of friendly competition. The cultural and band nights provide a stage for students to display their talents in music and dance, and their self-curated musical band continues to be a crowd-pleaser. Acknowledging the importance of staff-student rapport, a Staff Social event is organized to show appreciation for the teaching and non-teaching staff. This event reinforces the sense of community and appreciation within the institute. Art installations and campus development activities elevate the festival's ambiance and creativity, underlining the institute's commitment to innovation.

The festival's success is palpable through its steady growth in participation and activities. Initially organized by the institute's staff, the event has been embraced by the student body, leading to a sense of ownership and responsibility. Eminent figures in the architectural field have graced the festival as Chief Guests, emphasizing its significance. The festival's budget allocation has risen over time, and institutional support has been instrumental in its expansion.

The festival has not been without challenges. Scheduling around the university's winter break to balance academic continuity with fest participation has posed logistical difficulties. The emergence of the pandemic necessitated a shift to virtual platforms for "AAKAR" 2021. Despite these hurdles, the festival's essence and impact remained intact, reflecting the adaptability and resilience of the organizing team.

In conclusion, the "AAKAR" LSR Fest is more than an event; it's a reflection of the institute's commitment to fostering creativity, collaboration, and community. With its diverse array of activities, commitment to innovation, and its ability to adapt to changing circumstances, the festival continues to be a cornerstone of the L.S. Raheja School of Architecture's ethos.

### **‘INSIGHTS’ - Lecture Series**

The "INSIGHTS" Lecture Series, launched in 2014 by L.S. Raheja School of Architecture, is a robust initiative aimed at fostering a bridge between professionals, academicians, and students in the fields of architecture and interior design. This practice seeks to achieve three primary objectives: to provide a platform for dialogue, to expose students to diverse architectural practices, and to establish connections with the institute's alumni.

By creating a space for architects to share their experiences and insights, "INSIGHTS" enables a rich exchange of ideas. The series facilitates discussions that encompass a wide spectrum of architectural and design aspects, from projects and philosophies to challenges and diversification. This platform not only empowers students with knowledge but also bridges the gap between academia and real-world practice. The practice's evolution has been marked by a commitment to adapt and innovate.

Initially, the practice invited young architects and alumni for monthly sessions. However, dwindling

attendance due to session length prompted a shift to sessions integrated into college hours. The introduction of interactive sessions during student study tours to cities like Bangalore, Pune, Ahmedabad, Kerala and even Dubai proved to be a game-changer. This novel approach not only allowed students to experience diverse practices but also broadened the platform's scope by engaging professionals in different locales.

The practice's resilience during the pandemic is evident in its transition to an online format. This adaptation not only enabled professionals from across India and the world to participate but also led to the creation of an accessible repository of recorded sessions on the Institute's YouTube channel. The "INSIGHTS" Lecture Series, which initially sought to facilitate conversations within the institute, now resonates globally, offering a dynamic virtual platform for learning and interaction.

The practice's success is manifest in several ways. The increasing participation and positive feedback from students have substantiated its impact. The integration of "INSIGHTS" into the annual college festival "Aakar" underscores its importance, with students actively involved in selecting and inviting guest speakers. The creation of the "Masterclass Series" further elevated the practice, featuring luminaries such as Ar. Hafeez Contractor, Ms. Marissa Peer and Ms. Veena Munganahalli.

However, challenges have accompanied its growth. Logistical and budgetary constraints associated with inviting speakers from different locations were adeptly addressed by coordinating sessions during student study tours and utilizing the virtual platform, showcasing the practice's adaptability.

In essence, "INSIGHTS" exemplifies an enduring commitment to nurturing a vibrant exchange of ideas within the architectural and design community. With its dynamic evolution, resilience in the face of challenges, and impact on students, professionals, and alumni, "INSIGHTS" stands as a testament to the institute's dedication to fostering holistic learning experiences.

The Institute also encourages participation by students in various Design Competition. This includes the International and national level competitions like DIADA, National Association of Students of Architecture (NASA), Charles Correa Foundation Awards, COA Awards, IIA Awards, Society Interior Awards, etc. These competitions provide immense learning and growth opportunities.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:**

L.S. Raheja School of Architecture, established in 1953, stands as a venerable institution in Mumbai's architectural and interior design education milieu. Over its seven-decade journey, the school has consistently upheld exemplary teaching standards, nurturing a learning environment that marries creativity with critical thinking. This approach is underscored by the institution's profound understanding of design as a multidisciplinary pursuit, encompassing both humanistic and scientific dimensions.

Central to the school's ethos is the cultivation of students into future leaders with a finely honed skill set and a distinct personal vision, adept at navigating the complexities of a rapidly evolving global profession. The unique characteristic of L.S. Raheja School of Architecture is its commitment to holistic education – a blend of rigorous academics and experiential learning. The junior years lay emphasis on navigating spatial experimentation and exploration and the senior years lay emphasis on execution and enhancement of these spatial explorations. While creativity is celebrated, the institution also emphasizes the importance of ethical values and professional competence.

One of the school's distinctive hallmarks is its emphasis on hands-on exposure to the realities of the built environment industry. Intrinsic to this philosophy is the incorporation of design briefs that kindle students' awareness towards marginalized segments of society and sustainability. These projects, set within diverse contexts across the country, require rigorous research and a deep understanding of the local culture, environment, and context. By doing so, students are primed to craft innovative and empathetic solutions that address real-world challenges.

As students progress into their senior years, the curriculum takes a pragmatic turn, introducing subjects like Professional Practice, Electives, Value added course, Building Codes and Regulations, etc. This equips them with the terminology and concepts essential for their subsequent six-month professional training. Integral to this phase is an emphasis on professionalism and ethical discernment, fostering graduates who are not only technically adept but also ethically attuned to the implications of their work within broader societal contexts.

To bolster students' perspectives, instructors introduce topics and assignments that delve into current affairs, national and international policies, and their ramifications for the field. This attunes students to the ever-shifting landscape of architectural and interior design, ensuring they remain observant of emerging trends and challenges. Consequently, graduates are poised to be well-rounded professionals capable of responding adeptly to evolving socio-cultural dynamics.

The curriculum's flexibility is a notable feature, allowing the institute to introduce specialized courses aligned with its educational vision. These value-added courses, including electives and college projects, are meticulously planned to span the complexity spectrum, catering to students in lower as well as higher grades. Notably, these advanced courses encompass a diverse array of topics such as Real Estate Management, Construction Management, and Life Cycle Assessment. By engaging with these subjects, students are exposed to the cutting-edge trends, challenges, and future prospects that permeate the architectural and interior design domains.

Enriching this pedagogical framework is the institute's proactive engagement with industry stalwarts. These practitioners bridge the gap between academic theory and practical application, providing insights that are invaluable in preparing students for real-world scenarios. Additionally, the institute has introduced the 'INSIGHTS' lecture series, inaugurated in 2014, which serves as a dynamic platform for

dialogue and knowledge exchange among students, faculty, and professionals. This series encompasses a diverse spectrum of topics, ranging from architectural and interior design practices to business strategies, entrepreneurship and policy implications. By involving alumni as speakers, the institute fosters a vibrant network of interaction and learning, enabling current students to glean insights from the experiences of those who have walked the path before them.

A key facet of the school's mission is the cultivation of responsible and empathetic members of the architectural and interior design community. This is fostered through the active involvement of students in planning and executing significant events. By participating in organizing events like 'AAKAR', seminars, and workshops, students learn the nuances of teamwork, leadership, problem-solving, budgeting, and scheduling – skills that are invaluable for their overall future professional roles.

An association that stands as a source of pride for L.S. Raheja School of Architecture is its status as the CSR wing of K. Raheja Realty. This alliance offers students access to hands-on projects that are otherwise difficult to obtain. Immersive visits to diverse typologies like Hotels, Malls, Auditoriums, etc. expose students to the practical intricacies of large-scale projects. Moreover, the association extends beyond brick and mortar to touch the lives of the less fortunate. Through initiatives with the Hope Foundation, students engage with cancer patients, particularly children, fostering empathy and social responsibility. This dual engagement – with the industry and with the community – instills in students a holistic perspective, preparing them to be conscientious and compassionate citizens.

In conclusion, L.S. Raheja School of Architecture stands as a beacon of excellence in architectural and interior design education. Its seven-decade journey has seen it evolve into an institution that not only imparts academic knowledge but also instills in students values and skills that extend beyond the confines of the classroom. With a curriculum that seamlessly blends creativity, technical prowess, ethical awareness, and real-world exposure, the school is shaping the architects and designers of tomorrow. As its students embark on careers enriched by a deep-rooted understanding of their responsibilities to society, the school's legacy as a purveyor of knowledge and compassion remains steadfast.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

In its illustrious 70-year history, L.S. Raheja School of Architecture has carved out a legacy of excellence in education. This institution stands as the alma mater of distinguished professionals, contributing significantly to leading architectural, interior design, and allied business establishments in India. The institute takes pride in producing socially and culturally sensitive, highly skilled, and globally adaptable graduates, who have left an indelible mark on the dynamic realm of architecture.

Recognizing the importance of fostering interaction among professionals, academicians, and students, the institute initiated the INSIGHTS lecture series in 2014. This series has evolved into a platform of immense co-curricular value, hosting renowned architects and expanding into a diversified Masterclass series covering diverse fields like mental health, entrepreneurship, and business challenges.

L.S. Raheja School of Architecture not only prioritizes academic excellence but also nurtures students' extracurricular talents. AAKAR, the LSR fest, spans ten days and showcases students' talents in athletics, performing arts, academics, and creative endeavours. It offers a much-needed break from rigorous academic routines, featuring exhibitions, sports events, cultural performances, workshops, seminars, and staff interactions.

Acknowledging the changing landscape of the architectural profession, which has witnessed diversification into product design, digital media, art direction, and more, the institute adapts its teaching methods and course objectives to align with these evolving trends.

The institute's management plays a pivotal role in its success, offering unwavering support and guidance to both staff and students. Their openness to new ideas and impartial assessment of change and growth opportunities underscores their commitment to excellence.

L.S. Raheja School of Architecture stands as a beacon of educational distinction, producing adept professionals facilitating meaningful interactions through insightful lecture series and fostering holistic development through AAKAR fest. It embraces the evolving nature of the architectural profession and thrives under the supportive and visionary guidance of its management.

### **Concluding Remarks :**

L.S. Raheja School of Architecture has embraced a profound moral duty: to consistently graduate cohorts of adept and passionate young professionals. These graduates not only possess a high sense of professional ethics but also harbour a profound passion for their craft. Equipped with contemporary sensitivity and a readiness to confront future challenges, these professionals emerge from the institute, primed to make meaningful contributions to the world.

The institute's philosophy firmly asserts that sustained achievement and success hinge upon a perpetual commitment to growth and enhancement. To this end, both the faculty and management shoulder the responsibility of acknowledging and addressing shortcomings and deficiencies. Armed with comprehensive comprehension and thorough analysis, the institute formulates strategic measures and initiatives. The goal is

twofold: to rectify weaknesses and to amplify and fortify the implementation of best practices.

This conscious approach is a testament to the institute's dedication to continuous improvement. By confronting vulnerabilities head-on and devising effective solutions, L.S. Raheja School of Architecture stands firm in its mission to produce professionals who are not only technically skilled but also ethically conscious and well-prepared to meet the complexities of the future.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :03</p> <p>Remark : As per clarification received from HEI, and excluding Avoid programs conducted under regular university curriculum, thus DVV input is recommended.</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>357</td> <td>350</td> <td>352</td> <td>318</td> <td>309</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>62</td> <td>32</td> <td>42</td> <td>64</td> </tr> </tbody> </table> <p>Remark : As per clariification received from HEI, and changes done according to the above metric id. 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	357	350	352	318	309	2022-23	2021-22	2020-21	2019-20	2018-19	0	62	32	42	64
2022-23	2021-22	2020-21	2019-20	2018-19																	
357	350	352	318	309																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	62	32	42	64																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 340</p> <p>Answer after DVV Verification: 339</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
1.4.1	<p><b><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></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp;</p>																				

communicated to the relevant bodies and feedback hosted on the institutional website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

Remark : As per clarification received from HEI, DVV input is recommended.

2.1.1

### **Enrolment percentage**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
159	145	148	145	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
159	145	148	145	120

#### **2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
160	148	148	148	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
160	148	148	168	140

Remark : As per clarification received from HEI, thus DVV input is recommended.

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***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	25	39	40	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	25	39	40	27

#### **2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year**

**wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	62	62	58	52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	62	62	66	53

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.6.3

**Pass percentage of Students during last five years (excluding backlog students)****2.6.3.1. Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	93	107	57	58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
94	90	105	55	57

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
101	102	113	61	77

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
103	120	116	58	073

Remark : As per clarification received from HEI, DVV input is recommended.

3.1.1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.71	6.64	0	3.33	2.25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : As per clarification received from HEI, and grants for the research projects and endowments in the institution to be considered, thus DVV input is recommended.

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

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	32	13	27	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	25	12	20	17

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	15	0	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : As per clarification received from HEI, DVV input is recommended.

3.4.3	<p><b><i>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.</i></b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>1</td> <td>5</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>1</td> <td>6</td> <td>4</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3	3	1	5	2	2022-23	2021-22	2020-21	2019-20	2018-19	4	5	1	6	4
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	3	1	5	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	5	1	6	4																	
3.5.1	<p><b><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :11</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
4.3.2	<p><b>Student – Computer ratio (Data for the latest completed academic year)</b></p> <p><b>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</b></p> <p>Answer before DVV Verification : 55</p> <p>Answer after DVV Verification: 12</p> <p>Remark : As per clarification received from HEI, computers purchased for the students use only to be considered, thus DVV input is recommended.</p>																				
4.4.1	<p><b><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></b></p> <p><b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1895 1046 2029"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>54.85</td> <td>67.10</td> <td>30.48</td> <td>11.89</td> <td>10.51</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	54.85	67.10	30.48	11.89	10.51										
2022-23	2021-22	2020-21	2019-20	2018-19																	
54.85	67.10	30.48	11.89	10.51																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41.19	51.50	20.71	7.37	5.33

Remark : As per clarification received from HEI, and excluding expenditure on Electricity, thus DVV input is recommended.

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	43	64	70	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	49	70	72	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	49	70	72	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
94	90	105	55	57

Remark : As per clarification received from HEI, DVV input is recommended.

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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
270	180	21	193	65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	04	02	08	05

Remark : As per clarification received from HEI, DVV input is recommended.

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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	5	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	4	4	5

Remark : As per clarification received from HEI, DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	7	7	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	6	6	3

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	12	12	11

Remark : As per clarification received from HEI, DVV input is recommended.

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

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**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per clarification received from HEI, DVV input is recommended.



## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>553</td><td>555</td><td>529</td><td>441</td><td>401</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>553</td><td>546</td><td>529</td><td>441</td><td>400</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	553	555	529	441	401	2022-23	2021-22	2020-21	2019-20	2018-19	553	546	529	441	400
2022-23	2021-22	2020-21	2019-20	2018-19																	
553	555	529	441	401																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
553	546	529	441	400																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 44</p> <p>Answer after DVV Verification : 41</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>35</td><td>36</td><td>32</td><td>26</td><td>22</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>31</td><td>34</td><td>33</td><td>31</td><td>23</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	35	36	32	26	22	2022-23	2021-22	2020-21	2019-20	2018-19	31	34	33	31	23
2022-23	2021-22	2020-21	2019-20	2018-19																	
35	36	32	26	22																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
31	34	33	31	23																	
3.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>246.41</td><td>252.29</td><td>171.43</td><td>179.71</td><td>161.74</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>246.42</td><td>252.29</td><td>171.42</td><td>179.71</td><td>161.75</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	246.41	252.29	171.43	179.71	161.74	2022-23	2021-22	2020-21	2019-20	2018-19	246.42	252.29	171.42	179.71	161.75
2022-23	2021-22	2020-21	2019-20	2018-19																	
246.41	252.29	171.43	179.71	161.74																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
246.42	252.29	171.42	179.71	161.75																	